

NEW JERSEY STATE DEPARTMENT OF EDUCATION

PO BOX 500

TRENTON, NJ 08625-0500

APPLICATION CONTROL CENTER

The original application and four copies were received by the Application Control Center on the date and time stamped below. If there are questions regarding this delivery, please call the Application Control Center at (609) 633-6974.

RFP#

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AGENCY NAME: Ashley Pol S.D. Middle Sch.

S.T.C.
Lyn Tyler
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DEPT. OF EDUCATION
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E 4/26/2008

Form L-1

NEW JERSEY DEPARTMENT OF EDUCATION

NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

SECTION I:

FY NGO# WKL

TITLE OF NGO: School Improvement Grant Program (SIG/Cohort 2) (Year 1 of 3)

DIVISION: Student Services

OFFICE: Student Achievement and Accountability

SECTION II:

COUNTY: 25

LEA/OTHER: 0100

SCHOOL: 040

COUNTY NAME: Monmouth Middle Sch.

Asbury Park Public Schools

APPLICANT AGENCY

603 Mattison Ave.

AGENCY ADDRESS

Asbury Park New Jersey 07712

CITY Asbury Park STATE 07712 ZIP 07712

(732) 776-2606 (732) 774-8067

AGENCY TELEPHONE NUMBER AGENCY FAX

PROJECT DIRECTOR (Please print or type name): Dr. Denise Lowe

TELEPHONE NUMBER: (732) 776-2606 FAX#: (732) 776-8067 E-MAIL lowed@asburypark.k12.us.nj

BUSINESS MANAGER: Corey Lowell PHONE#: (732)776-2606 E-MAIL lowellc@asburypark.k12.us.nj

DURATION OF PROJECT: FROM: 9/1/2011 TO: 8/31/2012

TOTAL 3-YEAR AMOUNT OF FUNDS REQUESTED: \$ 5,306,104

APPLICATION CERTIFICATION:

To the best of my knowledge and belief, the information contained in the application is true and correct. The document has been duly authorized by the governing body of this agency and we will comply with the attached assurances if funding is awarded. I further certify the following is enclosed:

AGENCY TITLE PAGE
SIGNED STATEMENT OF ASSURANCES
BOARD RESOLUTION TO APPLY
APPLICATION NARRATIVE*
BUDGET SUMMARY AND BUDGET DETAIL FORMS*
ORIGINAL AND FIVE COPIES OF THE COMPLETE APPLICATION PACKAGE

Denise M. Lowe
SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR

Superintendent
TITLE

April 15, 2011
DATE

Dr. Denise Lowe
(Please print or type name)

***FAILURE TO INCLUDE A REQUIRED APPLICATION COMPONENT CONSTITUTES A VIOLATION OF THE NGO AND WILL RESULT IN THE APPLICATION BEING ELIMINATED FROM CONSIDERATION (See NGO Section 3.3 for itemized list).**

SECTION III:

SEND OR DELIVER APPLICATIONS TO:

**NEW JERSEY DEPARTMENT OF EDUCATION
APPLICATION CONTROL CENTER
RIVER VIEW EXECUTIVE PLAZA
BLDG. 100, ROUTE 29 – PO Box 500
TRENTON, NJ 08625-0500**

APPLICATIONS MUST BE RECEIVED BY:

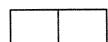
4:00 P.M., ON 04/26/2011

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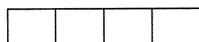
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Form L-2

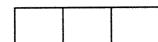
BOARD RESOLUTION TO APPLY



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WKL

The Asbury Park School District State Monitor hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

for the purposes described in the application, not to exceed the amount of,

\$ 2,000,000

starting on September 1, 2011, and

ending on August 31, 2012.

The filing of this application was authorized by the State Monitor on,

March 25, 2011



Secretary of the Board

Date

 20_11

CERTIFICATE

I Corey Lowell, Business Administrator/Board Secretary of the Board of Education of the City of Asbury Park in the County of Monmouth, State of New Jersey, HEREBY CERTIFY that the foregoing annexed extract from the minutes of a meeting of the governing body of the Board of Education duly called and held on March 23, 2011 has been compared by me with the original minutes as officially recorded in my office in the Minute Book of the Board of Education and is a true, complete and correct copy thereof and of the whole of the original minutes so far as they relate to the subject matters referred to in the extract.

- 19.** Recommend approval of Board resolution to submit applications for the NJ State DOE School Improvement Grants (SIG), for the Asbury Park Middle School and the Asbury Park High School. The SIG grant funding is for use in Title I schools identified for improvement that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. The District must implement one of four federal school intervention models: turnaround model, restart model, school closure, or transformation model. The amount being requested will not exceed \$2,000,000 for each school, per year for a three year period. The first grant period is September 1, 2011 to August 31, 2012 and must be renewed each year for fund continuation. There is no matching funds requirement for this grant.

Motion to approve: Mr. Brewington

Second: Mr. Giberson

Aye: 4 Nay: 0 Abs: 5 Upon roll call the motion failed. With Mr. Michel, Mr. Morton, Mr. Palmer, Mr. Raines and Rev. Smallwood abstaining.

Motion was overturned and approved by State Monitor, Bruce Rodman, on March 25, 2011.

IN WITNESS WHEREOF, I have here unto set my hand and affixed the corporate seal of the School District this 31st day of March 2011.



Corey Lowell, Business Administrator/Board Secretary

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Form L-3**STATEMENT OF ASSURANCES**

As the duly authorized chief school administrator/chief executive officer of the applicant agency, I am aware that submission to the Department of Education of the accompanying application constitutes the creation of a public document, and I certify that the applicant:

- Has the legal authority to apply for the funds made available under the requirements of the NGO, and has the institutional, managerial and financial capacity (including funds sufficient to pay the non-federal/state share of project costs) to ensure proper planning, management and completion of the project described in this application.
- Will give the New Jersey Department of Education, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of, personal or organizational conflict of interest, or personal gain.
- Will implement the program in accordance with the applicable Notice of Grant Opportunity and the approved grant application.
- Will comply with provisions of the Public School Contracts Law: *N.J.S.A. 18A:18A*, and other relevant state laws and regulations.
- Is in compliance, for all grant awards in excess of \$100,000.00, with the Byrd Anti-Lobbying amendment, incorporated at Title 31 U.S.C. 1352. This certification extends to all lower tier grantees as well.
- As well as its principals and subgrantees, for all grant awards in excess of \$25,000.00, is not presently debarred, proposed for debarment, declared ineligible, suspended, or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.
- Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), P.L. 94-580, codified at 42 U.S.C. 6962 if the applicant is an entity of state and/or local government and will give preference to the purchase of recycled materials identified in U.S. EPA guidelines (40 CFR Part 247-254).
- Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to:
 - (A) Title VI of the Civil Rights Act of 1964 (P.L 88-352; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;
 - (B) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;
 - (C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps;
 - (D) Section 503 of the Rehabilitation Act of 1973, as amended (41 CFR Parts 61-741.5(a)), as applicable, which requires affirmative action in employment;

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- (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and
 - (F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.
- Will comply with Executive Order 11246, “Equal Employment Opportunity,” dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
 - Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
 - Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).
 - Will comply with the provisions of the Federal Fiscal Accountability and Transparency Act (FFATA) and has provided in the application a correct and valid DUNS number for the applicant organization, as well as any controlling parent organization.

Dr. Denise Lowe

Chief School Administrator Name



Chief School Administrator Signature

March 31st, 2011

Date

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Form L-4**Documentation of Federal Compliance (DUNS/CCR) Form**

Note: this form must be completed and returned by the applicant prior to any award being made.

Part I – Applicant Organization

Organizational Name of Applicant Asbury Park Public Schools

Address 603 Mattison Ave

DUNS number 043991322

Expiration Date of CCR registration 11/25/2011

Congressional District 12th Congressional District

Part II – Primary Place of Performance under this award

City Asbury Park

County Monmouth County

I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at www.ccr.gov. and shall maintain a current registration throughout the grant period.



Signature of Chief School Administrator

Dr. Denise Lowe, Superintendent

Name and Title

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Form L-5Date: March 31, 2011**PROJECT ABSTRACT****Page 1 of 2****LEA : Asbury Park School District**

Mission	The mission of the Asbury Park Public Schools is to provide comprehensive, innovative and technologically progressive educational programs to all students so that they can develop the full range of their talents and maximize their learning potential. All students will develop a commitment to education, family and community which will enable them to be positive, contributing citizens.
Vision	The vision of the Asbury Park Public Schools is to develop a world class educational system in which all children will possess the skills necessary to function productively in a diverse global society.
Project Implementation Summary	<p>The Asbury Park School District will implement the Transformation model for the Asbury Park Middle School.</p> <p>The Asbury Park School District will support the Asbury Park Middle School in the following activities</p> <ul style="list-style-type: none">✓ Maintaining a consistent focus on improving instruction with the implementation of data driven small group instruction✓ Extending academic learning time by 300 hours and by adding additional classes to address specific needs as indicated by the data✓ Building staff commitment to the transformation✓ Continue to provide job embedded professional development for all instructional staff, utilizing Classroom Instruction that Works along with other outside providers and in district providers✓ Implement a project based learning plan that will provide relevant lessons that will

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- ✓ enable our student to compete globally
- ✓ Creating Small Learning Teams (SLT) that will provide teachers with a collaborative setting (as recommended by The National Forum to Accelerate Middle-Grades Reform)
- ✓ Creating Team Leaders that will provide in- class support
- ✓ Continue to network with other schools for collaboration with the assistance of Rutgers Institute for Improving Student Achievement
- ✓ Creating a 3-tiered reading program to address the needs of struggling readers that includes expanding the Read 180 Reading Program to 5th -7th grade students
- ✓ Continuing to create innovative programs that include parents as well as students and teachers
- ✓ Providing monetary incentives for teachers and administrators who can demonstrate significant influence of gains in student achievement
- ✓ Incorporating Understanding by Design in all areas of instruction

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Form L-6

Date: March 31, 2011

SCHOOLS TO BE SERVED

LEA : Asbury Park School District

SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I and Tier II school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Provide the county, LEA and School code along with the NCES ID number. Add additional rows as needed.

	SCHOOL NAME	CO CODE	LEA CODE	SCHOOL CODE	NCES ID#	TIER I	TIER II	INTERVENTION (TIER I AND II ONLY)	
						unmonitored	monitored	closure	transformation
1.	Asbury Park Middle School	25	0100	40	3400930 03742	X			X
2.	Asbury Park High School	25	0100	50	3400930 03732		X		X
3.									
4.									
5.									
6.									
7.									
8.									

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Form L-7(a)**Date:** March 31, 2011**STAKEHOLDER PARTICIPATION**

List the dates of the meetings when the Stakeholder Committee discussed the needs assessment and School Improvement Grant application development.
 Include all stakeholders currently required under state and federal statutory and regulatory requirements. * Add rows as necessary

Stakeholder Meetings						
Date	Location	Topic	Number Attending	Agenda on File	Minutes on File	
			Yes	No	Yes	No
3/1/2011	TMES	Needs Assessment	X		X	
3/3/2011	APHS	Needs Assessment	X		X	
3/9/2011	BOES	Plan Development	X		X	
3/10/2011	APHS	Plan Development	X		X	
3/15/2011	TMES	Plan Development	X		X	
3/17/2011	APHS	Plan Development	X		X	
3/22/2011	TMES	Plan Development	X		X	
3/24/2011	APHS	Plan Development	X		X	

List other methods and events to inform the school community about the SIG application. (For example: public meetings, posting on website, meetings with parents and community, and other communications)	Board workshop meetings were held on 1/19, 2/16 & 3/16/11, a Town Hall Community meeting was held on 3/21/11, and informational presentations occurred at the Board meeting on 3/16. Information was posted on the website.
Stakeholder Informational Methods & Events	Stakeholders were involved in the assessment/decision process and will continue to be involved in the model implementation process through town hall meetings, board workshop meetings and public Board meetings throughout the grant project period.
Describe how stakeholders are involved in model implementation on an on-going basis.	Identify the district team by name (CSA or designee, special education director, Title I director, supervisor of curriculum, SIG principal) who will meet monthly with the SEA/NTO to discuss the following: <ul style="list-style-type: none"> • Student achievement

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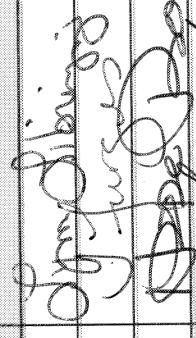
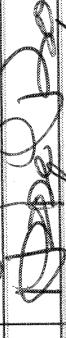
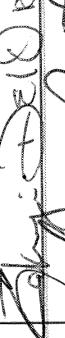
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<ul style="list-style-type: none">• Walkthrough trends• Attendance of students and staff• Discipline data• SIG component implementation	<ul style="list-style-type: none">• Walkthrough trends• Attendance of students and staff• Discipline data• SIG component implementation
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Form 6(b) can be found in the Appendices of the NGO as Appendix J

Form L-7(b)Date: March 31, 2011**STAKEHOLDER PARTICIPATION**

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature*
Lynne Libonzi	teacher	yes	yes	
Janel Fugles	teacher	yes	yes	
Hope Peter	Ed. Spec.	yes	yes	
Linda Smolinski	teacher	yes	yes	
Zakiya DelOrbe	teacher	yes	yes	
Andrea Bates	Asst. Director C&T 4-8	yes	yes	
Monica M. Lewis	Principal	yes	yes	
Robert Barry	Vice Principal	yes	yes	

- (*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.
Copy form as needed.

Date: March 31, 2011

Form L-7(b)

Page 1 of 2

STAKEHOLDER PARTICIPATION

* Include all stakeholders currently required under state and federal statutory and regulatory requirements.

Stakeholder Committee Form

Name	Stakeholder Group	Participated In Needs Assessment	Participated In SIG Application Development	Signature*
John Librizzi	teacher	yes	yes	D. John Librizzi
Biel Furges	teacher	yes	yes	Biel Furges
Hope Peter	Pt. Spec.	no	yes	Hope Peter
Linda Smolinski	teacher	yes	yes	Linda Smolinski
Zakiya DeOrbie	teacher	yes	yes	Zakiya DeOrbie
Andrea Bates	Asst. Director Crt 4-8	yes	yes	Andrea Bates
Cherie V. Goss	Principal	yes	yes	Cherie V. Goss
Christie Goss	Vice Principal	yes	yes	Christie Goss
Christina Summerlin	PTO President	yes	yes	Christina Summerlin
Robertte Walker	Parent	yes	yes	Robertte Walker

(*) The signature does not assume full approval of the needs assessment and application development. Rather, the signature denotes participation.
Copy form as needed.

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Form L-8Date: March 31, 2011**LEA COMMITMENT AND CAPACITY**LEA : Asbury Park School District**See details for each item on pages 24 to 26. Describe the following:**

<u>A</u> The LEA's SIG design and implementation interventions	<p>The Asbury Park School District will implement the Transformation Model SIG design for the Asbury Park Middle School. This will consist of supporting both schools in the following ways:</p> <ul style="list-style-type: none">✓ Ensuring there is a curriculum in place for every subject matter on every grade✓ Implementing an action plan based on the findings of our Phi Delta Kappa Curriculum Audit✓ Providing time for monthly meetings between the stakeholders of the district.✓ Having weekly meetings between the principals and the Assistant Directors of Curriculum and instruction✓ Allowing the flexibility for the principals to make decisions regarding schedule, hiring, budget, and professional development✓ Providing a plan for sustaining the progress the schools will make after the 3 year period
<u>B</u> The LEA's process to analyze the needs of each school and determine the selected intervention	<p>The district administrators all participated in walkthrough training. The schools used for the training were the middle school and the high school. This allowed for an examination of the alignment of the curriculum and what was being taught in the classroom. We spent a full day in each school. The Coordinator of Professional Development and Instructional growth also interviewed district principals and several staff members on the needs for the district in the areas of professional development when she began the position. Common themes were that of data analysis, literacy, NJCCS and</p>

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	<p>CCCS, behavioral management and instructional strategies. A District level SIG committee consisting of Jerona Washington, Coordinator of Professional Development, William Shannon, Director of Student Personal, John Bernyk, Coordinator of Funded Programs/Title I director was formed and each building formed its own committees and convened on February 16,2011, February 22, 2011 and February 24, 2011 to analyze the needs of each school and the appropriate intervention model was determined.</p> <ul style="list-style-type: none">In the past, there hasn't been a focus on instruction and there was an absence for a clear, written curriculum. We have written curriculum as of September 2010 and a scope and sequence. This has improved instruction at all buildings therefore achievement should reflect an improvement. <ul style="list-style-type: none">Managing previous school improvement plans, programs and grants The Asbury Park School District has developed and implemented NCLB Title I School Improvement plans and also has recently implemented successful IDEIA, Perkins, Teaching American History, NJNG Achieve 3000, Dollar General Foundation "Back to School", Laura Bush Foundation, New Jersey Health Initiatives (NJHI) program "Safe Dating", Project Venture, NJ Child Assault Prevention Project (CAP), Providing Quality Intensive Early Literacy Instruction to Students With Disabilities (IEL), and Personalized Student Learning Plan grant programs. <p>The LEA's recent history in improving schools</p> <p>Teachers now utilize the PD360 website which gives them access to over 1400 videos of master teachers and experts sharing best practices. We have formed a partnership with Rutgers Institute for Improving Student Achievement and they have provided over 1000 hours of teaching, coaching, modeling lessons and giving feedback to teachers at all five of our school during the 2010-2011 school year. Additional partnerships with Brookdale Community College and the Center for Culturally Relevant Teaching and Learning were</p>
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- **Supporting Tier I and/or Tier II schools in last three years with strategies and implementation of the Title I Unified Plan**
The Asbury Park School District has supported its Tier I (APMS) and Tier II (APHS) schools in the last three years with strategies and implementation of the Title I Unified Plan. The district has provided professional development that focuses primarily on improving instruction we have proven that by: 1) allowing specific professional days during the course of the school year. 2) having vertical and horizontal articulation 3) improving student achievement is addressed during district PD including: guided reading, NJASK test preparation, and comprehension strategies. 4) contracting with Authentic Education to implement UbD, 5) utilizing NJPass administration to analyze data.

The District is implementing strategies grounded in scientifically based research that will strengthen instruction in core academic subjects by; 1) contracting with Authentic Education, curriculum writers are writing core curriculum units in the UbD format, 2) providing weekly job-embedded professional development based on Marzano's Classroom Instruction that Works 3)partnering with Rutgers University's Institute for Improving Student Achievement 4) supporting building efforts for common, rigorous exams in core content areas, 5) Utilizing district programs and scientifically research -based instructional materials such as Harcourt Balanced Literacy. The implementation of First in Math, Achieve 3000 and the Guided Reading program 6)providing professional development in technology integration 7) providing professional development in culturally relevant teaching and learning.

The District has been expanding parental involvement activities that support the school's efforts to increase student achievement by;

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<p>having the District's Public Relations Coordinator continuously reaching out to parents, partnering with the national PTO organizations, and supporting the schools' efforts to recruit parents, including parents on district-level committees from the Middle School. We also hired a Title I Family Involvement Associate and have partnered with the Residential Afterschool Program (RASP) to provide five workshops for families entitled, Helpful Hints for Single Mothers and Grandmothers Raising Boys, Fathers can Make a Difference in School, Understanding your Child's Personality and Learning Style, Prepare your child For Life After High School, and Fixing Family Financing.</p>	<p>The District has allocated the title I budget to fund activities that support the school's improvement plan and are most likely to increase student achievement by; 1) allowing the site principal to develop site budget to support academic efforts, 2) having the district grants manager work with site leadership and teachers to spend grant funding to support academic needs, 3) and the District Business Administrator works with site Principals to develop budgets and fund academic programs.</p>	<p>The District is ensuring that curriculum is aligned to the CCCS by; 1) Contracting with Authentic Education and hiring curriculum writers to ensure that all curriculum units are in UbD format and aligned with the current NJCCCS and the CCCS.</p> <ul style="list-style-type: none">• Facilitating the school's student growth over time The Asbury Park School District has also facilitated student growth over the past three years as evidenced by the Asbury Park Middle School making safe harbor in LAL in the 07-08 and 08-09 school years• Implementing rigorous reforms during the improvement years
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	<p>We received instruction in Math and Language Arts Literacy through the Rutgers Institute for Improving Student Achievement (RIISA). The building and district administration attended network monthly workshops. We attended the RIISA Summer Institute for Math and LAL instruction and shared leadership, we worked with the RIISA Math, LAL and Leadership consultants, and they provided coaching and PD for individual teachers, grade level groups and school-wide in-services. We implemented job-embedded training based on Dr. Robert Marzano's Classroom Instruction that Works.</p> <p>We utilized LAL and math instructional coaches to support classroom teachers. We are monitoring implementation through school visits and school/district administrator walkthroughs.</p> <ul style="list-style-type: none">• Identifying and taking actions to remedy the root causes of low performance We contracted with Phi Delta Kappa for a Curriculum Audit. This audit was then turned into a three-year action plan which will become the goals of the district. It includes roles, responsibilities and action items for every administrator in the district. Level 1 Audit training was provided to all administrators and instructional coaches. We have offered to compensate teachers for becoming highly qualified by reimbursing them for the cost of the praxis test after successfully passing it.• Using multiple data sources and resources to continually improve and streamline school interventions We are utilizing the READ 180 Program and the Scholastic Reading Inventory to appropriately place students in literacy groups at the middle school and to monitor their progress in order to make instructional decisions. In the elementary schools, we are using Pearson's Success Maker to assess student need and address gaps in their education.• Implementing increased learning time We provided an interactive summer school program utilizing the Success Maker program by Pearson. We also contract with outside
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	<ul style="list-style-type: none">Establishing specific criteria, consistent with state guidelines, for the removal of tenured and non-tenured teachers and principals that take into account the multiple measures We actively adhere to the state guidelines and current have three teachers which we have filed efficiency charges to ensure an effective teacher is in every classroom. Our principals also use the Charlotte Danielson Frameworks in order to fairly evaluate teachers and have been trained on Caroline Downey's Walkthrough Process.Monitoring the aligning effectiveness data and district actions such as tenure decisions, retention and professional development The Asbury Park School district, during the 10-11 school year, has begun to analyze data for forming differentiated groups for skills and levels. The professional development that we have implemented this current year has been job-embedded and followed up on with additional in-class support and evaluations of each session. All of our initiatives have continued over multiple months. The professional development initiatives are improving instruction in Language Arts Literacy and Math, technology integration, building classrooms which are culturally responsive for our minority student population and ensuring that our Special Education students have equal, differentiated instruction.Providing oversight, monitoring, and support We have re-organized our district administrative team. Instead of content area supervisors, we now have Assistant Directors of Curriculum and Instruction for each level, PreK-3, 4-8 and 9-12. The Assistant Directors highly monitor instruction and provide support to teachers both directly and through the instructional coaches. We also have Assistant Directors for the Student Services department which ensures our students' needs are met.
	<ul style="list-style-type: none">Focusing on school culture climate All building principals were sent to the Positive Behavior Supports in Schools informational sessions and we will have universal positive

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	<ul style="list-style-type: none">• Establishing a SIG region for districts with more than one school We plan to hire a SIG manager who will ensure the schools are working in conjunction to meet the needs of students as well as to satisfy the grant and ensure its proper implementation	<ul style="list-style-type: none">• The LEA process to recruit, screen and select all external providers; to manage the contracts of external providers in a timely fashion; and to plan to evaluate the quality of external providers. The Asbury Park Board of Education requires proper purchasing practices to ensure compliance with New Jersey Public School Contract Laws Title 18A:18A, New Jersey Administrative Code N.J.A.C. 5:34 et. seq. and Board of Education Policy. The District utilizes a purchasing manual designed to achieve efficiencies through goals that include compliance with the law and Board policy on purchasing, promoting efficiency in the procurement process and achieving savings of funds through proper purchasing practices.	<p>Users of the purchasing system must have an understanding of the policies and procedures necessary to help achieve these goals through proper planning. District needs are planned in terms of a whole year rather than day to day. The district eliminates delays and complications encountered from public school purchasing procedures by creating the proper work environment and implementing efficiencies in the procurement process.</p> <p>Users are required to obtain competitive quotes from multiple vendors when purchasing for the district. When necessary, public bidding is used to ensure a fair and open process. Products and services are monitored and evaluated by users prior to release of payment.</p>
	<p>The LEA's process to recruit, screen and select external providers to ensure their quality.</p>	<p>D</p>	

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		<p>The LEA's plan for alignment of other resources and supports</p> <ul style="list-style-type: none">• The clear alignment of resources<ul style="list-style-type: none">• The Asbury Park School District has aligned the local school budget with dictionary and entitlement grants such as NCLB, IDEIA, Perkins, Teaching American History, Evening, NJNG Achieve 3000, Dollar General Foundation "Back to School", Laura Bush Foundation, New Jersey Health Initiatives (NJHI) program "Safe Dating", NJ Child Assault Prevention Project (CAP), Providing Quality Intensive Early Literacy Instruction to Students With Disabilities (IEL), and Personalized Student Learning Plan grant programs.• Alignment with the NJCCCS<ul style="list-style-type: none">• Over the past summer the staff wrote units of study in math and LAL which are based on Understanding by Design. They are aligned with the NJCCS as well as the Common Core Curriculum Standards. We will continue to write units in the other areas while revising the units used this year.	<p>Use the funds to accomplish the activities in the application and meet its targets, including coordinating, reallocating, or repurposing education funds from other federal, state, and local sources</p> <p>NCLB Title Ia, Funding: Increasing Student achievement in language arts literacy and math has been identified as a priority problem and is a goal in Title I.</p> <p>Title Ia SIA Funding: Each school eligible for SIA funds has allocation funds for increasing Student achievement in language arts literacy and math.</p> <p>Title IIa, Funding : Professional development in LAL and</p>
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	<p>differentiated instruction for all teachers</p> <p>Title IId Funding, Has provided technology to be used in support of language arts literacy and math.</p> <p>Perkins Funding: Increasing Student achievement in LAL is a goal in the Perkins five year plan.</p> <p>Teaching American History Grant Funding : Technology infused grant that provides PD to History teachers in cross-curriculum content.</p> <ul style="list-style-type: none">• LEA prioritization to certain schools if the LEA does not have capacity to serve all eligible schools: N/A• Support of teacher's union for staffing and teacher evaluation The teacher's union (Asbury Park Education Association) was involved in writing the grant and we also had the support of Pam Garwood from the New Jersey Education Association (NJEA).• Support of school board The Board of Education will provide support for this and all educational programs. To fulfill these basic responsibilities, the Board shall:<ul style="list-style-type: none">Maintain a cooperative and supportive working relationship with all stakeholders and the community.Adopt, evaluate and update policies consistent with the SIG grant goals.Maintain accountability for student learning in schools and
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		<ul style="list-style-type: none">• Conduct public meetings when appropriateProvide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels	
		<ul style="list-style-type: none">• Support of staff<ul style="list-style-type: none">• Staff members where the main component of our grant groups and they spoke on behalf of the other teachers in the building. The groups were large and represented members from each department.• Support of parents<ul style="list-style-type: none">• Parents served on each committee. We also had a town hall meeting about the SIG Grant where parents were presented the information and given an opportunity to ask questions and provide feedback.	<ul style="list-style-type: none">• Practices and policies that will enable the leadership of the school to implement the interventions<p>Our Transformational principals will be given the ability to make the decisions that he/she needs to in order to make the changes in conjunction with the Assistant Director of Curriculum and Instruction for his/her grade level and any cabinet members necessary. We will write a policy which will support the needs of the grant. We will enhance our Administrators' Leadership Institute began during the 2010-2011 school year to include how schools can have continuous school improvement.</p>• District level staff assignments to implement that the interventions<p>We will have a SIG Manager which will ensure the proper implementation of the grant. We will also have the Title I manager and the Director of Curriculum and Instruction meet with the principals to provide necessary support along the way so that we progress toward meeting the goals of the</p>

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	<p>Our Chief Information Technology Officer will also provide extensive support through his department as well as directly.</p> <ul style="list-style-type: none">• Involvement of LEA stakeholders in decision making We will hold progress meetings for various LEA stakeholders. We will also have evaluations of each aspect of the grant. We will continue our partnership with Rutgers University and have town hall meetings where parents can give feedback. We will also meet with student groups on the new initiatives we are implementing.• Process for making collaborative decisions We will hold monthly meetings, have administrator roundtables and we will make decisions at the Superintendents' cabinet meetings.• Involvement of other critical stakeholders, such as the other state and local leaders (<i>e.g.</i>, business, community, civil rights, and education association leaders); parent, student, and community organizations (<i>e.g.</i>, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education We will hold town hall meetings which will be open to the public as well as meeting with civic groups such as the Ministers' Alliance. Our Coordinator of Community Relations will send correspondence such as our newsletter, she will utilize the Global Connect System to send messages and she will update the stakeholders via the website.• LEA plan to provide for effective and efficient operations and processes for implementing its SIG grants such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement to schools We will use multiple measures to assess student achievement throughout each school year. We will have a SIG manager, a data
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		<p>analyst as well as our Title I coordinator working with each school on the grant administration, oversight and budget reporting. Our business department will ensure proper disbursement of funds.</p>																																		
	<p>The LEA's plan to sustain the reforms after the funding period ends</p> <ul style="list-style-type: none">• LEA plan, including timelines, to continue beyond the grant funding period <p>The Asbury Park School District will implement the following timeline to seek resources to continue the project beyond the project period.</p>	<table border="1"><thead><tr><th>Activity</th><th>Date</th></tr></thead><tbody><tr><td align="center" colspan="2">Fiscal Year 2012</td></tr><tr><td>Project Period Begins</td><td>September 1, 2011</td></tr><tr><td>Quarterly on-Site Visit</td><td>October 2011</td></tr><tr><td>1st Quarterly Report Program Continuation Committee Meeting</td><td>December 2011</td></tr><tr><td>Quarterly On-Site Visit</td><td>February 2012</td></tr><tr><td>2nd Quarterly Report</td><td>March 2012</td></tr><tr><td>Renewal/continuation application submission</td><td>March 2012</td></tr><tr><td>Quarterly on-Site Visit</td><td>May 2012</td></tr><tr><td>3rd Quarterly Report Program Continuation Committee Meeting</td><td>June 2012</td></tr><tr><td>Evaluation</td><td>July 2012</td></tr><tr><td>Renewal Decision</td><td>August 2012</td></tr><tr><td align="center" colspan="2">Fiscal Year 2013</td></tr><tr><td>Year 2 Project Period Begins</td><td>September 2012</td></tr><tr><td>Year 1 Final Report</td><td>October 2012</td></tr><tr><td>Quarterly on-Site Visit</td><td>October 2012</td></tr><tr><td>1st Quarterly Report Program Continuation Committee Meeting</td><td>December 2012</td></tr></tbody></table>	Activity	Date	Fiscal Year 2012		Project Period Begins	September 1, 2011	Quarterly on-Site Visit	October 2011	1 st Quarterly Report Program Continuation Committee Meeting	December 2011	Quarterly On-Site Visit	February 2012	2 nd Quarterly Report	March 2012	Renewal/continuation application submission	March 2012	Quarterly on-Site Visit	May 2012	3 rd Quarterly Report Program Continuation Committee Meeting	June 2012	Evaluation	July 2012	Renewal Decision	August 2012	Fiscal Year 2013		Year 2 Project Period Begins	September 2012	Year 1 Final Report	October 2012	Quarterly on-Site Visit	October 2012	1 st Quarterly Report Program Continuation Committee Meeting	December 2012
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Year 1 Final Report	October 2012																																			
Quarterly on-Site Visit	October 2012																																			
1 st Quarterly Report Program Continuation Committee Meeting	December 2012																																			

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Quarterly On-Site Visit	February 2013
Institutionalize the Transformation Models through Board Policy 2nd Quarterly Report	March 2013
Renewal/continuation application submission	March 2013
Quarterly on-Site Visit	May 2013
3rd Quarterly Report Program Continuation Committee Meeting	June 2013
Evaluation	July 2013
Application & Renewal Decision	August 2013
Fiscal Year 2014	
Year 3 Project Period Begins	September 2013
Year 2 Final Report	October 2013
Quarterly on-Site Visit Research Foundation, Entitlement and discretionary grant for funding	October 2013
1st Quarterly Report Program Continuation Committee Meeting	December 2013
Quarterly On-Site Visit	February 2014
2nd Quarterly Report	March 2014
Quarterly on-Site Visit	May 2014
3rd Quarterly Report Program Continuation Committee Meeting	June 2014
Evaluation	July 2014
Project Ends	August 2014
Year 3 Final Report	October 2014

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	<ul style="list-style-type: none">• What will be different in the school(s) after three years<ul style="list-style-type: none">• Achievement will raise to the level stated in our SMART goals, there will be a shared responsibility for student achievement and success and we will have stronger, more positive cultures in each school. Proper use of our teacher and administrator evaluation instruments, coupled with extensive job-embedded professional development, will ensure a stronger professional workforce supporting our students.	
H	<p>The LEA's plan to provide for greater school-level autonomy and more flexibility for the leadership (principal) of the school including but not limited to selection of staff, budgeting, scheduling, selection of professional development providers, and greater accountability for results</p>	<ul style="list-style-type: none">• More flexibility for the leadership (principal) of the school<ul style="list-style-type: none">• Selection of staff, budgeting, scheduling• Selection of professional development providers• The district's ability to eliminate barriers to facilitate full implementation. <p>Principals will be able to hire their own staff members, change their schedule as is needed to accomplish their goals and the goals of the grant, and they will be able to plan the job-embedded professional development necessary for success.</p>
I	<p>The LEA's qualifications for the new principal, principal competencies, search and selection of a new principal with experience turning around chronically low performing schools. The new principal must be selected by June 1, 2010. Indicate the number of years in the school of the current principal.</p>	<ul style="list-style-type: none">• Qualifications, principal competencies<ul style="list-style-type: none">• Search and selection of a new principal with experience turning around chronically low performing schools• Selection of the principal by June 1, 2011.• The number of years in the school of the current principal <p>The principal of Asbury Park Middle will to be determined. The current principals has been in place since July 1, 2010. The principal must be a transformational principal who will provide leadership in planning for and managing a Tier I or II school as identified by the New Jersey Department of Education. This includes implementing the transformation model chosen by Asbury Park School District which focuses on high student achievement; building a positive school climate that supports the whole student;</p>

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leveraging research and data to drive initiatives and instruction; and building a high performing staff and leadership team to achieve the school's vision and goals. The Transformational principal will collaborate with parents, community members, the Office of Curriculum and Instruction as well as other internal/external resources and stakeholders to implement new educational programs, capital improvements, systems, tools and other resources to accelerate student achievement.

The Transformational Principal must also work with the Network Turnaround Officer (NTO) assigned by the NJDOE to the school to work for at least 100 days during the project period. The Transformational Principal will meet with the NTO, along with the other members of the Internal District Team (CSA or designee, special education director, Title I director, and supervisor of curriculum), monthly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation.

The Transformational principal should have entrepreneurial school leadership experience with demonstrated success driving high performance, raising student achievement, and improving underperforming student achievement. Experience building effective teams along with exceptional coaching skills is essential. Strong curriculum knowledge, including implementing literacy and math strategies, is required.

- Organize a coherent work and project
 - Meet deadlines
 - A clear process for making collaborative decisions
- A management plan outlining the ability to manage the program in the served schools
 - An outline of the process for meeting identified needs
 - The specific and definitive roles for leaders and stakeholders in the program
 - LEA activities to support the schools

Each school has a management plan infused in the project plan. The

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The LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a clear process for making collaborative decisions, a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines the specific and definitive roles for leaders and stakeholders in the program; LEA activities to support the schools; and a projected plan.

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District will support each school by adhering to each plan and working with the assigned Network Turnaround Officer (NTO).

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Form L-9

Date: March 31, 2011

Page 1 of 1

LEA LACK OF CAPACITY TO SERVE ALL ITS TIER I SCHOOLS

This form should ONLY be completed those districts that are applying for some but not all Tier I or Tier II schools

LEA: Asbury Park School District

If an application is not submitted for each Tier I school, the school is listed and an explanation provided as to why the LEA lacks capacity to serve each of these schools. An LEA might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA; or its intent to serve Tier II schools instead of all its Tier I schools.

Tier I School not to be served: Barack Obama Elementary School

Reason: The students are being relocated to the other two elementary schools due to enrollment reasons before the project start date.

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Form L-10

Date: March 31, 2011

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WAIVER REQUEST

LEA: Asbury Park School District

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Date: March 31, 2011

Form L-11

Page 1 of 4

MONITORING AND ACCOUNTABILITY PLAN

LEA: Asbury Park School District Name of School: Asbury Park Middle School

The Asbury Park School District's monitoring and accountability plan includes on-going monitoring and accountability activities to be undertaken by the district for each school and how they will be coordinated with the district personnel responsible for evaluating the implementation of the schools' SIG Transformation model. This includes a plan for annually evaluating the implementation of the reforms and their effect on student achievement. The monitoring and accountability activities include data to be reviewed by the District. The goal is to ensure that the selected intervention model is being implemented fully and effectively within the each SIG school.

A. Describe on-going monitoring and accountability activities

In collaboration with the school principal and the District, the NTO helps set a clear pathway toward distributed leadership within the schools, working with a highly-capable team to build a cohesive, professional teaching culture. The NTO plays a critical role in turning around struggling schools. As a facilitator of reform, the NTO is responsible for assisting the District and school leadership in initiating improvements in classroom instruction by helping to incorporate research-based practices to identify solutions to problems with student learning. The NTO also mentors and coaches the principal in developing turnaround management skills. As an evaluator, the NTO monitors the schools' adherence to the intervention activity plan and tracking performance metrics, including academic achievement, against the plan goals and assists the NJDOE in making decisions about the annual renewal of the SIG grant. The NTO participates in the Leadership Academy and monthly network meetings along with the LEA and school staff. The role of the NTO is to assist the LEA and school to advance the effective and efficient implementation of the SIG components with fidelity.

The Asbury Park Internal District Team (CSA designee, special education director, Title I director, supervisor of curriculum, and SIG principal) will meet monthly with the NTO to discuss the following:

- Student achievement
- Walkthrough trends
- Attendance of students and staff
- Discipline data

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- SIG component implementation

B. Coordinate with the district personnel

- Principals and instructional supervisors will conduct bi-monthly walk-thru assessments to ensure best practices are in place
- Coaches, team leaders, and teachers will conduct monthly peer walk-thru assessments
- Principals will meet with each teacher, coach, and team leader to complete a Professional Development Plan at the end of the school year.
- All Small Team Leaders will meet weekly with their teams to evaluate and address student growth and report their finding to the building principal

- Running records will be kept on all classes in mathematics and language arts literacy
- The LEA will also conduct a survey of the previous year's professional development initiatives.

The LEA will continue to host the Superintendent Town Hall Meetings and utilize the Global Connect system to share information. The LEA will also start sending out an annual report to all stakeholders in addition to the newsletter that is currently sent.

C. Plan for annually evaluating the implementation

The Asbury Park Internal District Team will evaluated the progress of the project implementation through staff surveys and data analyses.

D. Include how the data will be collected to evaluate the SIG program

Data-driven small group instruction-Comprehensive READ 180 reports provide detailed and immediate feedback to identify student need and to inform small-group instruction.

E. Include how the data will be used to modify the program during the next year

READ 180 Assessments provide continuous and immediate feedback for the students and teachers. The program contains instruments for initial screening, diagnostic placement, progress monitoring, and progress evaluation. The data from these instruments is fed into The Scholastic Management Suite which continuously monitors and assesses learning gains for each student. It provides detailed reports that allow teachers to identify and measure skills that have been mastered and areas where students require further improvement.

F. Include a timeline for implementation of the monitoring and accountability plan

Activity	Date
Project Period Begins	Fiscal Year 2012 September 1, 2011

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Quarterly on-Site Visit	Supersedes any other communications – Issued 3-18-2011 – 3:30 pm
Asbury Park Internal District Team Evaluation Meeting	October 2011
1 st Quarterly Report	December 2011
Quarterly On-Site Visit	February 2012
Asbury Park Internal District Team Evaluation Meeting	February 2011
2 nd Quarterly Report	March 2012
Renewal/continuation application submission	March 2012
Quarterly on-Site Visit	May 2012
Asbury Park Internal District Team Evaluation Meeting	May 2012
3 rd Quarterly Report	June 2012
Asbury Park Internal District Team Evaluation Meeting	June 2012
Evaluation	July 2012
Renewal Decision	August 2012
Fiscal Year 2013	
Year 2 Project Period Begins	September 2012
Year 1 Final Report	October 2012
Quarterly on-Site Visit	October 2012
Asbury Park Internal District Team Evaluation Meeting	November 2012
1 st Quarterly Report	December 2012
Quarterly On-Site Visit	February 2013
Asbury Park Internal District Team Evaluation Meeting	February 2013
2 nd Quarterly Report	March 2013
Renewal/continuation application submission	March 2013
Quarterly on-Site Visit	May 2013
Asbury Park Internal District Team Evaluation Meeting	May 2013
3 rd Quarterly Report	June 2013

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Evaluation	July 2013
Asbury Park Internal District Team Evaluation Meeting	July 2013
Application & Renewal Decision	August 2013
Fiscal Year 2014	
Year 3 Project Period Begins	September 2013
Year 2 Final Report	October 2013
Quarterly On-Site Visit	October 2013
Asbury Park Internal District Team Evaluation Meeting	November 2013
1st Quarterly Report	December 2013
Quarterly On-Site Visit	February 2014
Asbury Park Internal District Team Evaluation Meeting	March 2014
2nd Quarterly Report	March 2014
Asbury Park Internal District Team Evaluation Meeting	April 2014
Quarterly On-Site Visit	May 2014
3rd Quarterly Report	June 2014
Asbury Park Internal District Team Evaluation Meeting	June 2014
Evaluation	July 2014
Project Ends	August 2014
Year 3 Final Report	October 2014

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Form S-1
NEW JERSEY DEPARTMENT OF EDUCATION
TITLE PAGE - **SCHOOL APPLICATION**

SECTION I:

NGO#: _____ Title: School Improvement Grant

SECTION II, PART A:

Asbury Park Middle School

School Name

1200 Bangs Avenue

School Address

Asbury Park, NJ 07712

School City, State, Zip

6 - 8

Grade Span of School

Internal use only	School Code	Type	Region	Sequence
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Dr. Antonio Lewis 732.776-2638

School Principal Name Phone #

Dr. Denise Lowe

School Program Director Name

732-776-2638

School Program Director Telephone

732-774-4667

School Program Director Fax/email

Total amount of funds requested for school application: Year 1 \$1,620,874 Year 2 \$1,850,000 Year 3 \$1,900,000

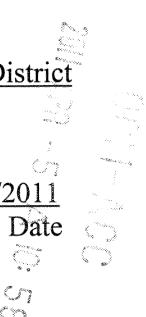
Duration of the Year 1 project: 9/1/11 to 8/31/12

To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify the school application information is complete.

Denise Lowe3/31/2011

Date

Certification of Chief School Administrator

SECTION II PART BThe school application has been duly authorized by the governing body of the Asbury Park School DistrictSchool district (county code 25, District Code 0100, School Code 010). Denise M. Lowe

Signature of Chief School Administrator

Superintendent

Title

3/31/2011

Date

Business Manager: Corey LowellPhone: 732-776-2606Fax: 732-774-8067

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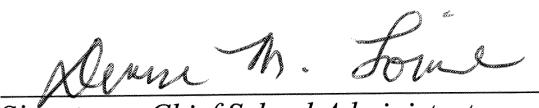
Form S-2

SCHOOL STATEMENT OF ASSURANCES

On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- A Network Turnaround Officer is assigned to each school.
- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.

Asbury Park Public Schools
Applicant LEA



Signature: *Karen M. Lomax*
Chief School Administrator

Asbury Park Middle School
Applicant School

3/31/2011
Date

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Form S-3

Documentation of Federal Compliance (DUNS/CCR) Form

Note: this form must be completed and returned by the applicant prior to any award being made.

Part I – Applicant Organization

Organizational Name of Applicant Asbury Park Public Schools

Address 603 Mattison Ave

DUNS number 043991322

Expiration Date of CCR registration 11/25/2011

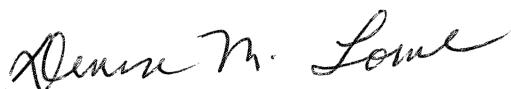
Congressional District 12th Congressional District

Part II – Primary Place of Performance under this award

City Asbury Park

County Monmouth County

I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at www.ccr.gov. and shall maintain a current registration throughout the grant period.



Signature of Chief School Administrator

Dr. Denise Lowe, Superintendent

Name and Title

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Form S-4

Date: March 31, 2011

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PROJECT ABSTRACT

This information will be carried forward from the LEA application

LEA : Asbury Park School District

Name of School: Asbury Park Middle School

Mission	<p>Mission Statement of the Asbury Park Middle School The mission of the Asbury Park Middle School is to:</p> <ul style="list-style-type: none"> • Equip students with the best educational background so that they can become successful citizens in a global society • Help our students to understand everyone is unique and has different learning styles • Provide students with tools that will prepare them for the 21st century • Provide students with a safe learning environment that has rewards and consequences • Have a team approach to learning • Create a school culture of lifelong learners • Understand that education leads to a productive life and effective decision making
Vision	<p>Vision Statement of the Asbury Park Middle School The vision of the Asbury Park Middle School is to develop a world class educational system in which all children will possess the skills necessary to function productively in a diverse global society.</p>
Project Implementation Summary	<p>Project Description for Three Years The transformation of the Asbury Park Middle School will engage all administrators, teachers, parents, and community members in the process to analyze and investigate the correlation between teaching and student learning. All APMS stakeholders will be involved in an on-going professional development regimen to analyze best practices in core content areas, use data to drive instruction, implement small group instruction; institute project/problem based learning in social studies and science, and incorporate technology in all aspects of the daily educational process.</p> <p>In recent years our test scores reflect a need for improvement in language arts literacy and math. We have recognized the need for change but we are still struggling to gain the necessary growth to meet Adequate Yearly Progress (AYP). This school year, 2010-2011, we have adopted and implemented (with the collaboration of teachers, administrators, central office, and the Asbury Park Education Association (<i>APEA</i>) a new comprehensive formative assessment of teacher practice. This teacher assessment defines complex and inter-related aspects of a teacher's responsibilities within the classroom. We have also created and implemented curriculum, units, and lessons based on the Understanding by Design (UbD) (Grant Wiggins and Jay</p>

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McTighe) model. The units and lessons are connected to the Common Core Standards. We recognize the need for a whole school reform.

Selection of Model

Based on the low results on the NJASK we believe the quality and implementation of instruction must improve. We acknowledge that a change in practice is necessary to transform our school. The following changes will be implemented using the transformation model:

- Maintain a consistent focus on improving instruction with the implementation of data driven small group instruction
- Change the school day, with extended hours and additional classes to address specific needs as signified by the data
- Build staff commitment to the transformation
- Continue to provide job embedded professional development for all instructional staff, utilizing Classroom Instruction that Works (Robert Marzano) along with other outside providers and in district providers
- Implement a project/problem based learning plan in social studies and science that will provide relevant lessons that will enable our student to compete globally
- Create Small Learning Teams (SLT) that will provide teachers with a collaborative setting (as recommended by The National Forum to Accelerate Middle-Grades Reform)
- Create Team Leaders who will provide in- class support (Balanced Leadership T. Waters'2009)
- Continue to network with other schools through meeting sponsored by Rutgers Institute for Improving Student Achievement (RIISA)
- Create a 3 tiered reading program to address the needs of struggling readers that includes expanding the Read 180 Reading Program to grade 5 and 7 students
- Continue to create programs that include parents as well as students and teachers (REL 2009 #069 Aronick et al)
- Create teacher incentives
- Continue to implement UbD in areas of language arts and math

In order for the APMS to implement the transformation model efficiently, the SIG action items have to be followed systematically. At the APMS our top priority is to address instructional practices that will transform the culture of the school. The sweeping changes will ensure that all students will perform at a proficient or advanced proficient level on the NJSASK.

Developing teacher and school leadership effectiveness

Developing leadership effectiveness

As identified in our needs assessment statement, efficient and effective instruction is our main concern. District administration, school leaders, and teachers will receive job embedded professional development that will directly increase student achievement. These instructional practices will them be implemented in all areas of instruction. All instructional staff must embed

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	<p>differentiated instruction, whole/small group instruction, and data driven instruction into their daily practices. The principal is the instructional leader of the building. The principal must have the appropriate professional development to effectively oversee the daily instructional operation of their building. For a principal to be an effective instructional leader he/she must possess the following qualities: 1) the ability to appropriately implement and model best instructional practices. 2) aptitude and knowledge of current programs and newly implemented program. 3) to develop an effective instructional framework. 4) ability to motivate and monitor staff/ student progression.</p> <p>In order to support sustained improved leadership the principal will</p> <ul style="list-style-type: none">• Attend all professional development sessions• Model best practices• Support all instructional staff in their implementation of programs set forth• Conduct a bi-monthly walk thru in each class to witness best practices in use and conduct a conference with each staff to discuss findings• Meet with all Small Learning Teams to address concerns and monitor student achievement

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Form S-5**Date:** March 31, 2011**Page 1 of 4****REPORTING METRICS****LEA :** Asbury Park School District**Name of School:** Asbury Park Middle School

Metric	2010-2011 Data					
School Data						
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)	Transformation					
AYP status	We have not attained AYP in any cluster or in any subgroup					
Which AYP targets the school met and missed	all					
School improvement status	LAL-year 10 Math -year 8					
Number of minutes within the school year	54,000minutes of instructional time					
Student Outcome/Academic Outcome Data	2009-2010					
Total amounts of students in each subgroup						
White- 13	African American-399	Asian-1	Hispanic-95	Other-1		
ED-453	SE- 141	LEP- 58				
PARTIALLY PROFICIENCY PERCENTAGES						
	White	African American	Asian	Hispanic	Other	ED
8 LAL	75%	61.8%	---	59.4%	----	62.5%
8 Math	50%	82.8%	---	71.9%	---	79%
7 LAL	80%	80.8%	---	78.1%	---	78.6%
7 Math	60%	77%	---	81.3%	---	77.7%
6 LAL	50%	79.5%	100%	73.3%	----	79.1%

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		2010-2011 Data						
		Metric						
6	Math	50%	70.5%	100%	53.3%	---	66.7%	79.3%
5	LAL	50%	83.3%	----	72.9%	----	77.2%	93.5%
5	Math	0%	65%	----	60.4%	----	62.5%	83.9%

PROFICIENT PERCENTAGES

		White	African American	Asian	Hispanic	Other	ED	SE	LEP
8	LAL	25%	36.3%	---	40.6%	---	35.8%	7.9%	33.3%
8	Math	50%	16.21%	---	28.1%	---	20.2%	2.9%	26.7%
7	LAL	20%	17.2%	---	21.9%	---	19.6%	3.1%	16.7%
7	Math	40%	20%	----	12.5%	----	18.8%	16.5%	0%
6	LAL	50%	20.5%	0%	26.7%	---	20.9%	6.7%	0%
6	Math	50%	25%	0%	10%	---	27%	20.7%	7.7%
5	LAL	50%	16.7%	----	27.1%	----	22.8%	6.5%	0%
5	Math	50%	28.2%	----	35.4%	----	30.5%	12.9%	17.6%

ADVANCED PROFICIENT PERCENTAGES

		White	African American	Asian	Hispanic	Other	ED	SE	LEP
8	LAL	0%	2%	---	0%	---	1.7%	0%	0%
8	Math	0%	1%	---	0%	---	.8%	0%	0%

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Metric	2010-2011 Data					
	Math	White	African American	Asian	Hispanic	Other
7 LAL	0%	2%	---	0%	---	1.8%
7 Math	0%	2%	---	6.3%	---	3.6%
6 LAL	0%	0%	0	0%	---	0%
6 Math	0%	4.5%	0	10%	---	6.3%
5 LAL	0%	0%	---	0%	---	0%
5 Math	50%	6.8%	----	4.2%	----	7%
Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup						
Participation rates on 2009-2010 NJASK						
LAL -98.8%						
White-100%						
African American -98.6%						
Hispanic -98.9%						
Asian- 100%						
Other -100%						
ES- 97.2%						
LEP -93.9%						
EC -99.15						
Math-98%						
White-100%						
African American -97.6%						
Hispanic -98.9%						
Asian- 100%						
Other -100%						
ES- 92.5%						
LEP -100%						
EC -99.1%						
Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each						
		White	African American	Asian	Hispanic	Other
						ED
					SE	LEP

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Metric	2010-2011 Data					
achievement quartile, and for each subgroup	8 LAL	179.3	194.1	----	196.5	-----
	8 Math	172.5	167.9	----	180	-----
	7 LAL	167.4	174.4	----	178.5	---
	7 Math	187.8	169.6	----	177.2	----
	6 LAL	198.5	180	162	185	----
	6 Math	195	185.2	189	196.5	----
	5 LAL	198	176.3	----	176.8	----
	5 Math	256.5	191.7	----	194.4	----
Percentage of limited English proficient students who attain English language proficiency				29.2%		
Graduation rate			N/A			
Dropout rate			N/A			
Student attendance rate				As of February 28, 2011 student attendance rate is 92.42%		
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes			.7%			
College enrollment rates			N/A			
Student Connection and School Climate						
Discipline incidents			135 as of Feb. 28, 2011			
Truants			9.3%			
Talent						
Distribution of teachers by performance level on LEA's teacher evaluation system			1 teacher did not make the required 80% proficiency			
Teacher attendance rate			91.7% (school year 2009-2010) (5 teachers were on extended medical leave)			

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Form S-6Date: March 31, 2011Page 1 of 12**STATEMENT OF NEED**LEA : Asbury Park School DistrictName of School: Asbury Park Middle School**Multiple Measures Analyzed in the School Needs Assessment Process for Current Programs, Strategies and Practices to address the areas below.**

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading	New Jersey Assessment for Skills and Knowledge (NJASK), Diagnostic skill test Assessing Comprehension and Communication in English State-to-State (ACCESS)	The results for the 2009-20010 Language Arts Literacy (LAL) NJASK scores indicate that we are still not achieving the desired proficiency levels in all subgroups. According to NJASK results, 70.6 % of our students are partially proficient; Data analysis reveals that we must emphasize instruction in analyzing text. The ACCESS scores indicate that our English Language Learners (ELL) students are making great strides in reading with an average of a 25 point improvement. Our eighth grade students averaged a scale score of 181 in LAL on NJASK 8. This is our first year (2010-2011) of having a curriculum. We recognize the need to analyze data to intervene and provide appropriate small group instruction.
Academic Achievement - Writing	NJASK ACCESS Teacher made benchmarks CAPA findings Student Portfolios	The results for the 2009-20010 LAL NJASK scores reveal that we are still below the state mean in writing. Data analysis reveals that we must emphasize instruction in speculative writing. The ACCESS scores indicate that our ELL students are making great strides in writing with an average of a 37 point improvement. Content area teachers need to receive Professional Development in writing strategies, so that we can teach writing across the curriculum. Instruction has not been data driven. This is our first year (2010-2011) of having a curriculum. We recognize the need to analyze data to intervene and provide appropriate small group instruction.

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement - Mathematics	NJASK Buckle Down diagnostic assessment Teacher made benchmarks CAPA findings Student portfolios	<p>The results for the 2009-2010 Math NJASK indicate that our students have not attained AYP or safe harbor. This year, 20.4 % of our students are proficient in math, while 3.4 % are advanced proficient. All clusters need to be emphasized in instruction especially problem solving. We need to use small group and differentiated instruction. We need to use data to drive instruction.</p> <p>This is our first year (2010-2011) of having a curriculum. We recognize the need to analyze data to intervene and provide appropriate small group instruction.</p>
Parent Involvement	Sign in rosters Amount of conferences Parent perception survey	<p>Of the 321 families enrolled in APMS, 60 parents returned the parent survey. According to the results, 82% of parents feel their children receive extra support from teachers, 84% feel student achievement is the main goal of the school, 82% agree that there are opportunities to meet with the principal. Of the parents surveyed, 76% feel that the school is safe, 26% would like more communication and 78% want information about curriculum.</p> <p>Due to a reduction in force, we lost our parent liaison; consequently, opportunities for parent involvement were not promoted. Though we continue to have several parents attend back to school night, and parent conferences, we did not host meetings that were held in the past, such as Math night, LAL night, NJASK night and curriculum night.</p> <p>We do have an active PTO</p> <p>The teachers and guidance department held over 200 conferences with parents over the school year, along with hundreds of phone calls and notes. This statistic does not include report card distribution and back to school nights.</p>
Professional Development	NJEA survey PD surveys PD evaluations	<p>Professional Development (PD) surveys and evaluations show that staff is very satisfied with Rutgers Institute for Improving Student Achievement (RIISA) training. Teachers are somewhat satisfied with Learning Plus. Faculty enjoys the Understanding by Design (UbD) training and is beginning to use what they have learned. Teachers would like more choice and input into the PD offered during in-service days. Several teachers were denied workshops due to fiduciary matters. PD was not personalized to the needs of the APMS teachers.</p> <p>In 2010-2011 we have a Professional Development Coordinator, enrolled in PD 360, and have implemented the use of MyLearningPlan to follow and evaluate PD.</p>

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Extended Learning Opportunities	No data	<p>We need to put a practice in place that will pretest and posttest students so that we can analyze the effectiveness of our summer programs.</p>
Homeless	<p>New Jersey Assessment for Skills and Knowledge (NJASK), Diagnostic skill test</p> <p>Assessing Comprehension and Communication in English State-to-State (ACCESS)</p>	<p>The results for the 2009-2010 Language Arts Literacy (LAL) and Math NJASK scores indicate that we are still not achieving the desired proficiency levels in all subgroups. According to NJASK results, 70.6 % of our students are partially proficient; Data analysis reveals that we must emphasize instruction in analyzing text. The ACCESS scores indicate that our English Language Learners (ELL) students are making great strides in reading with an average of a 25 point improvement. Our eighth grade students averaged a scale score of 181 in LAL on NJASK 8.</p> <p>Less than 1% of our students are homeless. We follow all state mandated requirements.</p> <p>This is our first year (2010-2011) of having a curriculum. We recognize the need to analyze data to intervene and provide appropriate small group instruction. PD was provided on issues pertaining to the homeless.</p>
English Language Learners	<p>Teacher made benchmarks</p> <p>Scholastic Reading Inventory (lexiles)</p> <p>CAPA findings</p>	<p>Portfolios</p> <p>Students with Disabilities</p> <p>Quarterly progress reports based on IEP</p> <p>Annual reviews</p> <p>NJASK</p> <p>Buckle Down diagnostic assessment</p> <p>Teacher made benchmarks</p> <p>CAPA findings</p> <p>Student portfolios</p> <p>Multiple measures indicate that our students with disabilities are performing poorly on standardized tests. According to results, 88.5 of students with disabilities are partially proficient in LAL, while 91.5% are partially proficient in math.</p> <p>More differentiated and tiered instruction is needed to close the achievement gap.</p> <p>In 2010-2011 PD was provided to all special needs teachers emphasizing Differentiated instruction. Class models were and follow up visits were provided.</p>

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Economically Disadvantaged	Annual reviews NJASK Buckle Down diagnostic assessment Teacher made benchmarks CAPA findings Student portfolios Free/reduced lunch forms	our ELL students are making great strides in writing with an average of a 37 point improvement. Content area teachers need to receive Professional Development in ELL strategies and modifications. By the time that the students have had 3 or more years of ESL instruction, 66.7% of LEP students were proficient in LAL on the NJASK. The less amount of time in the program directly correlates with lower scores The results for the 2009-2010 Language Arts Literacy (LAL) and Math NJASK scores indicate that we are still not achieving the desired proficiency levels in all subgroups. According to NJASK results, 78.8% of our Ed students are partially proficient, in LAL while 72% are partially proficient in math Data analysis reveals that we must emphasize instruction in analyzing text. . . This is our first year of having a curriculum. We need to analyze data to intervene and provide appropriate small group instruction.
School Culture	Hipp-Huffman survey Attendance records, Discipline referrals PASS records SLC created surveys New Jersey Education Association (NJEA) survey	Most teachers strongly agree that we have a shared vision and values. Over 80% of staff strongly agrees that we have mutual support, and a strong social climate. Job satisfaction is overwhelmingly strong as is social climate. Due to fiduciary constraints, programs for allowing students to remain in school as opposed to out of school suspension have been eliminated. As of 2010-2011 Small Learning Communities were eliminated due to scheduling demands. For the past 3 years emphasis was on discipline rather than instruction. In 2010-2011 the emphasis was shifted to instruction.
Leadership	NJEА survey Hipp-Huffman survey	Over 60% of teachers either approve or strongly approve of the leadership by administrators and shared leadership. Some would like more say in decision making and teaching practice. Over 80% strongly agree or agree with the organizational arrangement. Our leaders within

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Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Highly Qualified Staff	Human resources audit	the school and district change quite often, which results in a lack of continuity As of February 1, 2011, the APMS is under new leadership. 98% of teachers meet the state Highly Qualified criteria.
Education Reform & Improvement	CAPA	The current and most recent two years of CAPA reports indicate that great strides and improvements were made in all areas when referencing reports made to the 2006-07 school year. We need to increase rigor and continue to conduct data analysis to determine changes to instruction, assessment and culture.

Evaluation & Needs Assessment Summary

Describe the process and techniques used in the needs assessment.

The stakeholders reviewed school documents such as the Collaborative Assessment for Planning and Achievement (CAPA) Two Year Report on Instructional Priorities, Asbury Park Middle School QSAAC and the district Professional Development plan. These documents serve as a blueprint to create academic rigor, which will impact student achievement. This plan will be shared with content supervisors, teachers, and central office school administrators, content area coaches, reading specialists, NCLB committee and School Leadership Committee for discussion, recommendations, voices, clarity and revisions. We evaluated test scores, evaluations and surveys(Huffman, Hipp 2008), and NCLB/SLC created surveys.

Statement of Needs

The Asbury Park Middle School is a school dedicated to closing the achievement gap. The population of Asbury Park is 16,930 (Census 2000). The following are the demographics of Asbury Park 24.8% White, African American/Black 62.1%, and Latino 15.6%. Educational statistics of Asbury Park residents are as followed: 15.1% disability status (ages 5-20) and 32.4% of the population, currently do not hold a high school diploma.

Asbury Park Middle School Demographics

African American	Latino	Asian	Caucasian	Students with IEP	504	ELL	Economically disadvantaged	Homeless
70.9%	25.48%	0.277%	3.324%	21.05%	3.61%	9.14%	92.797%	1.108%

We realize the families of our students depend on us to create educational pathways to success. With 30 % of the Asbury Park families' living in poverty and median household income of Asbury Park is 23,081. Asbury Park is home to some of the most economically disadvantaged children in the county. In Asbury Park we have an influx of Latino students. In 2000 the Latino population was 2,637, it is currently 3,385 according to the US Census. We also have a significant number of first generation US students. In Asbury Park 18.7% of our population is foreign born, 23.9% of the population primarily speak a language_other than English.

The current population of the APMS is 356 students. Our school has

- 6 inclusion classes
- 5 self contained classes
- 4 ESL
- 3 Bilingual

The APMS currently consists of students grade 6-7-8, for the 2011-2012 school year the APMS will

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		consist of students grades 5-6-7-8. This will increase the student population by 180 students. Students are struggling learners in mathematics and language literacy. Also in our population are a number of students performing at grade level and above and are meeting state standards.
	Describe methods used to collect and compile data for student subgroups.	Data has been collected from NJASK, Buckle Down Benchmarks, and teacher made benchmarks were used to adjust curriculum and instruction. Spreadsheets were made to specify cluster needs for each group. Standardized test data such as NJASK were reviewed analyzed. Reading and math tests were reviewed by coaches, teachers, and specialists and used to adjust educational plans. Item-analysis sheets were prepared to easily identify students/class strengths and weaknesses. Alternative assessments were used by teachers to collect data also using item-analysis sheets when appropriate. Data has been disaggregated by subgroups, demographic, grade and cluster. Guidance has supplied each classroom teacher with a spreadsheet of student's grades across each content area so we get a picture of the student in other content areas. In developing the educational services at APMS the following multiple data sources are reviewed annually: <ol style="list-style-type: none">1. NJASK results for grades 4-9 from the last 3 years2. CAPA recommendations3. Classroom assessments (district uniform format)4. Teacher evaluation completed by principals5. Elements of Title I Unified Plan (professional development and student achievement records)6. Assessment from outside providers regarding instructional needs7. Student demographic data8. Walk thru assessments to Identify effective classroom practices by school principals, Assistant Directors of Curriculum, and teachers9. APMS utilizes the ACCESS fro out English Language Learners (ELL) in Grades 6-7-810. Recommendation from content instructional supervisors11. Data collected from collaborative discussions from; the APMS staff on school needs From NCLB/SLC meetings12. The results of an APMS parent survey conducted in April 201013. Results of a climate survey from the NJEA on school climate14. W-APT (WIDA Access Proficiency Test) to screen ELL students in grades 6-7-8
	3. Explain how the data from the collection methods are valid and reliable.	Data is compiled by NJDOE, central office, school administration and teachers and content area coaches. NJASK testing company supplied the data for 5-8 student assessments. Data is compiled by demographic subgroups, skill cluster, gender, and perception Cogat testing was also done by the company. Standardized test data such as NJASK and early warning assessments such as Buckle

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	<p>Down are reviewed analyzed. Reading and math tests are reviewed by coaches, teachers, and specialists. Item-analysis sheets are prepared to easily identify students/class strengths and weaknesses. Alternative assessments are used by teachers to collect data also using item-analysis sheets when appropriate. Surveys are tallied and results are given to Principal, who shares results at staff meetings. At that time, we break into groups to discuss how to improve upon weak areas.</p>
4.	<p>What did the data analysis reveal regarding classroom instruction?</p>
5.	<p>What did the data analysis reveal regarding professional development implemented in the previous year(s)?</p>
6.	<p>How are educationally at-risk students identified in a timely manner?</p>
7.	<p>How are educationally at-risk students provided with effective assistance?</p>

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teacher for reference in assisting at risk students. Non classified students meet with their guidance counselors to discuss and plan for improvement. ELL students are given extra help and time, as well as ESL teachers confer with content teachers as to strategies for working with ELL students. To respond to the educational need of our student population the school offers the following programs:

- Wilson Language Program
- Read 180
- Storytown (Harcourt)
- Connected Math 6-7-8
- Algebra
- Novels
- Achieve 3000
- Math technology such as graphic calculators
- Curriculum in LAL and Math following the UbD format
- Scholastic guided reading program
- Homework club
- Spanish
- Instrumental music
- Vocal music
- Art
- Graphic arts
- Extended supplemental service that include tutoring in LAL and Math
- Instructional coaches for math, technology, LAL, and bilingual education
- Reading specialist
- Geography and US History (Glencoe)
- Science (Globe Fearon)

It is our intent to use SIG grant funds to address data points that are included in this statement of need. Our primary goal is to close the achievement gaps for all subgroups with particular attention to classroom instruction in Language Arts Literacy and Math. We will emphasize core content curriculum and focus on rigor and achieving standards. In order to do this well and produce outcomes attention will be given to professional development for instructional staff and

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		administration whose jobs directly impact instruction. Opportunities to involve families and the community will be an important component as research states that parental involvement increased student achievement.
8.	How does the needs assessment address migrant student(s) needs?	n/a
9.	How does the needs assessment address homeless student(s) needs?	We meet all state mandates required, including transportation and educational services.
10	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	Teachers are engaged in decisions at faculty meetings and NCLB/SLC meetings Content area teachers align their lesson plans using CCS towards NJASK and higher order thinking skills. Classroom assessments are aimed at specific skills that need remediation. Quarterly assessments often reflect NJASK style higher level thinking questions. Teachers use differentiated instruction to ensure that students of all learning styles succeed. This assists all students in mastering essential skills. Teachers use data to create spreadsheets to decide on needed instruction. A calendar is made as to when each priority will be taught to each class.
11	Describe the transition plan for preschool to kindergarten, if applicable.	n/a
12	Describe the process used to select the priority problems and root causes for this plan?	The teachers meet daily in their Common Planning Times and discuss problems as well as possible solutions. Each CPT has a teacher leader who represents the CPT at School Leadership and NCLB meetings. We review data, and survey results, and prioritize problems. This is discussed at monthly SCL, NCLB meetings, faculty meetings and with district supervisors and administrators. Parent representation was included on NCLB committee. As a result, priority problems will be addressed with support from SIG and district.
13	What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?	The data revealed that our sixth grade students are entering APMS 4 and 5 years below grade level. We need to provide interventions and support to close the achievement gap while still teaching grade level content. All domains and clusters need to be addressed to all subgroups.
14	How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?	Based upon CAPA review and NJASK scores stakeholders decided a drastic change was needed. Discussions were held in monthly NCLB/SLC meetings and faculty conferences. Open forums were also held in the monthly PTO meetings to discuss the reorganization and school reform. After careful consideration of all models presented the transformation model can meet the needs of the Asbury

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	<p>Park Middle School. The following aspects of the transformation model are key to the academic/social achievement and growth of all students:</p> <ol style="list-style-type: none">1. Improvement of teacher effectiveness2. Improvement in the use of data to develop and drive best instructional practices and interventions3. Receiving high quality, job embedded professional development4. Rigorous, transparent and equitable evaluation system5. Identification and reward for leaders and staff6. Comprehensive instructional reform strategies Increased learning time. <p>The transformation model was chosen due to the fact that the Asbury Park Middle School is the only middle school serving the students of Asbury Park. The transformation of the Asbury Park Middle School will engage all administrators, teachers, parents, and community members in the process to analyze and investigate the correlation between teaching and student learning. All APMS stakeholders will be involved in an on-going professional development regimen to analyze best practices in core content areas, use data to drive instruction, implement small group instruction; institute project/problem based learning in social studies and science, and incorporate technology in all aspects of the daily educational process. In recent years our test scores reflect a need for growth in both language arts literacy and math. We have recognized the need for change but we are still struggling to gain the necessary growth to meet Adequate Yearly Progress (AYP). This school year, 2010-2011, we have adopted (with the collaboration of teachers, administrators, central office, and the Asbury Park Education Association (<i>APEA</i>) and implemented a new comprehensive formative assessment of teacher practice. This teacher assessment defines complex and inter-related aspects of a teacher's responsibilities within the classroom. We have also created and implemented curriculum, units, and lessons based on the Understanding by Design (UbD) (Grant Wiggin and Jay McTighe) model. The units and lessons are connected to the Common Core Standards. We recognize the need for a whole school reform.</p>	<p>Teachers will be assessed throughout the year using a variety of methods. Any teacher found to need additional assistance will be given the necessary support from the team leaders, instructional supervisors, coaches, principal, and peers. If the needed improvements are not achieved a Corrective Action Plan will be created for that staff member.</p> <p>If Correction Action Plans are not sufficiently completed, due process as defined by the APEA contract will be initiated.</p>
15	What is the process for removal of staff members deemed to be ineffective?	

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	16 Describe the incentive for Nationally Board Certified Teachers and Principals.	The Board currently reimburses teachers at the current state college rate for graduate courses that may enhance the ability to obtain National Board Certification.
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Form S-7

Use only one model template for each school

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TRANSFORMATION PROJECT DESCRIPTION

LEA : Asbury Park School District

Name of School: Asbury Park Middle School

Transformation SIG Required Activity – 1

Replace the principal who led the school prior to commencement of the transformation model.

Implementation Guidance

Establish clear criteria that describe the leadership behaviors needed to implement reform. These criteria should guide recruiting, hiring, supporting, and evaluating leaders. LEAs have the flexibility of retaining recently hired principals who have the experience and skills to successfully implement the SIG model.

Evidence of Implementation Indicators	Implementation Description	Timeline
<ol style="list-style-type: none">1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	<p>The principal of Asbury Park Middle is to be determined. The principal must be a transformational principal who will provide leadership in planning for and managing a Tier I or II school as identified by the New Jersey Department of Education. This includes implementing the transformation model chosen by Asbury Park School District which focuses on high student achievement; building a positive school climate that supports the whole student; leveraging research and data to drive initiatives and instruction; and building a high performing staff and leadership team to achieve the school's vision and goals. The Transformational principal will collaborate with parents, community members, the Office of Curriculum and Instruction as well as other internal/external resources and stakeholders to implement new educational programs, capital improvements, systems, tools and other resources to accelerate student achievement. The Transformational principal should have entrepreneurial school leadership experience with demonstrated success driving high performance, raising student achievement, and improving underperforming student achievement. Experience building effective teams along with exceptional coaching skills is essential. Strong curriculum knowledge, including implementing literacy and math strategies, is required.</p>	March 2010

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2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	The LEA will conduct a comprehensive job search for highly qualified administrators. The LEA will perform intensive interviews in order to make certain the leader possesses the appropriate skills needed to address our particular needs.	May 2011
3. The LEA establishes a pipeline of potential turnaround leaders.	The LEA will continuously recruit highly qualified administrators to ensure a pipeline of potential turnaround leaders is available to guarantee a smooth transition if a change in leadership is necessary. The Transformational Principal must also work with the Network Turnaround Officer (NTO) assigned by the NJDOE to the school to work for at least 100 days during the project period. The Transformational Principal will meet with the NTO, along with the other members of the Internal District Team (CSA or designee, special education director, Title I director, and supervisor of curriculum), monthly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation.	September 2011-June 2012
4. The LEA creates the expectation that the principal will develop staff instructional capacity and provide opportunities for sharing authority to guide the learning agenda.	In order to support sustained improved leadership the principal will: <ul style="list-style-type: none">• Attend all professional development sessions• Model best practices• Support all instructional staff in their implementation of programs set forth• Conduct a bi-monthly walk thru in each class to witness best practices in use and conduct a conference with each staff to discuss findings• Meet with all Small Learning Teams to address concerns and monitor student achievement The principal will receive a formative evaluation based on his/her job description indicators. A three-year professional development plan will be created at the end of the 2011-2012 school year.	Summer 2011-June 2012

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Transformation SIG Required Activity – 2

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement.

Implementation Guidance

Although we expect an LEA that receives SIG funds and decides to implement the transformation model in a Tier I or Tier II school to implement that model beginning in the 2010-2011 school year, we recognize that certain components of the model may need to be implemented later in the process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process.

Evidence of Implementation Indicators	Implementation Description	Timeline
	<ul style="list-style-type: none">● APMS will continue to use the newly instituted evaluation instrument. This instrument was adopted with the collaboration of teachers, administrators, central office and the Asbury Park Education Association. The new formative assessment of teacher practice is based upon Charlotte Danielson assessment of teacher “planning and preparation; creating the classroom environment and delivery of instruction.” (Danielson) Planning and preparation will include designing coherent instruction that will include learning activities/lessons that are emphasizing higher order of thinking, and demonstrates knowledge of content-related pedagogy, students, instructional outcomes, resources, and student assessment. The teacher interaction with students will be assessed by establishing a culture of learning. The classroom environment will demonstrate a clear and concise structure to manage student behavior and classroom procedures focusing on the aspects of respect, student teacher rapport, and parent/teacher communication. Teachers will demonstrate the ability to create an environment in which student expectations are clearly stated. Teacher will address the needs of all students using differentiated instruction. To ensure an understanding of the content that is being presented. Teacher will also be expected to self reflect using a self-assessment rubric to promote teacher growth. Teacher will maintain accurate student records that assist in student growth. Teachers will utilize various methods to increase	September 1, 2011-June 30, 2012

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	<p>parental involvement including use of but not limited to; the district website, parent teacher conferences, interim reports, progress reports, notes home, phone calls, attendance at PTO meetings, and Town Hall Meetings.</p> <ul style="list-style-type: none">• There will be more training over the frameworks for both teachers and administrators• Administration will also conduct bi-monthly walk thru assessments that address that previous stated categories. <p>Small Learning Teams will utilize the Tuning Protocol during their common planning times to assess instruction.</p>	<ul style="list-style-type: none">• Principals and instructional supervisors will conduct bi-monthly walk-thru assessments to ensure best practices are in place• Coaches, team leaders, and teachers will conduct monthly peer walk-thru assessments	September 1, 2011-June 30,2012
2.	<p>The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable tools that can be used to guide PD, teacher support, and personnel decisions.</p>	<ul style="list-style-type: none">• Principals will meet with each teacher, coach, and team leader to complete a Professional Development Plan at the end of the school year.• All Small Team Leaders will meet weekly with their teams to evaluate and address student growth and report their finding to the building principal• Running records will be kept on all classes in mathematics and language arts literacy• The LEA will also conduct a survey of the previous year's professional development initiatives.	
3.	<p>The SEA and LEA document and provide training regarding the evaluation process.</p>	<p>All day in-service will include training on the newly adopted formative assessment (Danielson). Teachers will receive a comprehensive presentation to ensure understanding of the process.</p> <p>Each teacher will have a preconference with the evaluator to reiterate all components.</p>	September 1, 2011-September 2011-June 2012
4.	<p>The SEA and LEA periodically assess the quality and usefulness of the evaluation process.</p>	<p>The school will review evaluations and processes in place following each of three evaluation cycles and suggest revisions to procedures and the instrument. Principals will meet with the Assistant Director of Curriculum. The Assistant Director of Curriculum will then meet with central office personnel to review the evaluation process.</p>	November 2011-January 2012-April 2012-June 2012

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5. The LEA monitors the evaluation process and reviews results.	The principal on special assignment will collect, analyze and report back patterns in evaluations to the principals and other district administration staff.	November 2011 January 2012 April 2012 June 2012
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Transformation SIG Required Activity – 3

Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.

Implementation Guidance

The LEA may develop a performance-based incentive system.

Evidence of Implementation Indicators	Implementation Description	Timeline
<ol style="list-style-type: none">1. The SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.2. A performance-based incentive system is developed in partnership with teachers, teachers' unions, and other relevant stakeholders.	<ul style="list-style-type: none">• Teachers will be held accountable using the newly implemented formative teacher assessment (an 80% proficiency will be needed) and administrative walk thru assessments. Instructional staff and school leaders that have impacted positively on student achievement will be recognized through monthly newsletters and staff meetings which will foster a set of intrinsic rewards• Teacher incentives based on student growth and evaluations will include the opportunity for professional advancement, monetary/ extrinsic rewards	August 2011
	<ul style="list-style-type: none">• Instructional staff and school leaders that have impacted positively on student achievement will be recognized through monthly school newsletters, APEA quarterly newsletter, District Website and staff meetings which will foster a set of intrinsic rewards. Staff with a 97% attendance rate will be recognized at the end of the school year.• Teacher incentives will be based on individual improvement plans derived from benchmark assessments based on monitoring growth and careful documentation.	August 2011

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		reaches AYP the reward will increase to \$20,000.00.	
3.	The SEA and LEA develop policies that facilitate performance-based dismissals.	<ul style="list-style-type: none">• Teachers will be assessed throughout the year using a variety of methods. Any teacher found to need additional assistance will be given the necessary support in the form of additional professional development workshops and /or modeling from the team leaders, instructional supervisors, coaches, principal, and peers. If the needed improvements are not achieved a Corrective Action Plan will be created for that staff member.• If Correction Action Plans are not sufficiently completed, due process as defined by the APEA contract will be initiated.	August 2011
4.	LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.	<p>In order to recruit high quality instructors that have a knowledge/experience in technology based instruction and in differentiated instruction we will conduct job fairs, advertise on web sites such as NJ Hire and NJ School Jobs as well as in local and regional newspapers. We will have an open house for prospective teachers. Our 21st century classrooms and teaching practices that will be put in place using the SIG grant funds will entice new teachers to apply for employment in APMS.</p> <p>Retention of staff will be encouraged through the incentive practices put into place. In spite of our recent budget cuts, (the Asbury Park Board of Education has implemented a Reduction in Force for the past three years) APMS will put every effort to retain the staff that demonstrates the use of best practices.</p>	Summer 2011
5.	LEAs and schools provide targeted assistance to underperforming teachers.	<p>Teachers will be assessed throughout the year using a variety of methods. Any teacher found to need additional assistance will be given the necessary support in the form of additional professional development workshops and /or modeling from the team leaders, instructional supervisors, coaches, principal, and peers. If the needed improvements are not achieved a Corrective Action Plan will be created for that staff member.</p>	September 2011-June 2012

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Transformation SIG Required Activity – 4

Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Implementation Guidance

Effective PD: (1) occurs on a regular basis (e.g., daily or weekly); (2) is aligned with academic standards, school curricula, and school improvement goals; (3) involves educators working together collaboratively, and is often facilitated by school instructional leaders, school-based PD coaches, or mentors; (4) requires active engagement rather than passive learning by participants; and (5) focuses on understanding what and how students are learning, and how to address students' learning needs (e.g., reviewing student work and achievement data; collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data).

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA and school provide PD that is differentiated based on teacher experience and expertise, and student data. Professional development does not interfere with the classroom schedule. To address the issues in Language Arts Literacy: <ul style="list-style-type: none">• Differentiating Instruction (Carol Tomlinson 2000)• Analyzing and using data to drive instruction (Wagman)• Classroom Instruction that Works (CITW) (Marzano)<ul style="list-style-type: none">• Writers' Notebooks (Carl Anderson)• Tuning Protocol (McDonald, Allen)• Wilson Language Program (Based on Orton-Gillingham principles)• Learnia• Read 180• Project/Problem Based Learning with <i>Trillium Learning</i> (in social Studies and Science to enhance literacy skills)• Improving parent teacher communication (REL 2009 #069) (Aronnick et al)• Parent Involvement Strategies in Urban Middle Schools• Study Island To address the issues in Mathematics:	To address issues in reading and math ongoing, high-quality, job embedded professional development will be implemented in the common planning sessions in the 2011-2012 school year at the APMS. The Small Learning Teams will have the opportunity to meet one hour per day and during monthly staff meeting to participate in professional development.	September 1, 2011-June 30, 2012

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<ul style="list-style-type: none">• Differentiating Instruction (Carol Tomlinson 2000)• Analyzing and using data to drive instruction (Wagman)• Classroom Instruction that Works (Marzano)• Tuning Protocol (McDonald, Allen)• Learnia• Connected Math (Pearson)• Incorporating Technology in the classroom (Leu – “Preparing student for the 21st Century)• SMART Board technology in the classroom (Marzano Research Laboratory)	<p>Study Island</p> <p><i>Classroom Instruction that Works</i> (Marzano) covers the 9 practices of instructional strategies that are highly likely to increase student achievement. The table below list the average effect and percentile gain (McREL's research). We will provide on-going, job-embedded professional development in 3 areas in the 2011-2012 school year. All of the practices emphasize differentiated instruction which will enhance academic achievement in all subgroups. Our focus in the first year of the grant will be in Summarizing & Note Taking, Cooperative Learning, and Nonlinguistic Representations. In school year 2012-2013 we will focus will be in reinforcing Effort and Providing recognitions, Setting Objectives and Providing Feedback, and Identifying Similarities and Differences. In the school year 2013-2014 we will focus on Homework and Practice, Generating and Testing Hypotheses, and Cues, Questions, and Advanced Organizers.</p> <table border="1"><thead><tr><th>Category</th><th>Average Effect Size</th><th>Percentile Gain</th><th>Number of Studies</th></tr></thead><tbody><tr><td>Identifying Similarities & Differences</td><td>1.61</td><td>45</td><td>31</td></tr><tr><td>Summarizing & Note Taking</td><td>1.00</td><td>34</td><td>179</td></tr><tr><td>Reinforcing Effort & Providing Recognition</td><td>.80</td><td>29</td><td>21</td></tr><tr><td>Homework & Practice</td><td>.77</td><td>28</td><td>134</td></tr><tr><td>Nonlinguistic Representation</td><td>.75</td><td>28</td><td>134</td></tr><tr><td>Cooperative Learning</td><td>.73</td><td>27</td><td>122</td></tr><tr><td>Setting Objectives & Providing Feedback</td><td>.61</td><td>23</td><td>408</td></tr><tr><td>Generating & Testing Hypotheses</td><td>.61</td><td>23</td><td>63</td></tr></tbody></table> <p>2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.</p>	Category	Average Effect Size	Percentile Gain	Number of Studies	Identifying Similarities & Differences	1.61	45	31	Summarizing & Note Taking	1.00	34	179	Reinforcing Effort & Providing Recognition	.80	29	21	Homework & Practice	.77	28	134	Nonlinguistic Representation	.75	28	134	Cooperative Learning	.73	27	122	Setting Objectives & Providing Feedback	.61	23	408	Generating & Testing Hypotheses	.61	23	63
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	Cues, Questions, & Advance Organizers	.59	22	1251
All instructional staff will receive job embedded professional development in all areas of CITW. Coaches and instructional leaders will provide workshops, model and, in-class support to ensure all teachers are using these best practices throughout their lessons on a daily basis. Further support will be using the DVD supplied by RIISA. Each instructional staff member will also receive the CITW workbook for further independent study.				
CITW is aligned with all standards and emphasize the specific needs of our ELL students and our students with individualized educational plans. Parents will be invited to all professional development sessions to ensure parents will have the necessary skills to reinforce the CITW model at home. Three Year Plan to incorporate CITW in the APMS:				
2011-2012	2012-2013	2013-2014		
<ul style="list-style-type: none">• Summarizing & Note Taking,• Cooperative Learning• Nonlinguistic Representations.	<ul style="list-style-type: none">• Effort and Providing recognitions• Setting Objectives and Providing Feedback• Identifying Similarities Differences.	<ul style="list-style-type: none">• Homework and Practice Generating and Testing Hypotheses• Cues Questions, and Advanced Organizers		

Project/Program Based Learning

Project/problem based learning will be instituted in the social studies and science classes. Project Based Learning (PBL) allows students to practice 21st Century Skills such as critical thinking, communication and collaboration while creating high-quality projects. We have selected Trillium Learning – Global Language and Culture Project (GLCP) as our model. Trillium Learning provides embedded professional development as well as an established network of cooperating schools. We plan in incorporate PBL and live videoconferencing in the Ashbury Park Middle School next year. At least 1 classroom in each Small Learning Team will be equipped with a SMART Board and video conferencing equipment. Use of Interactive Whiteboards was associated with a 16 percentile point gain in overall student achievement (Final report on the Evaluation of the Promethean Technology 2009 – Marzano).

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The use of PBL will allow the students to develop multidisciplinary, standards-based projects. The student project activities will be developed in the form of collaborative activity that can be shared within the school, throughout the district, nationally and globally. The combination of PBL skills, along with the ability to conduct real-time videoconferencing allows students to enter the 21st century society.

Advanced learning models will be developed through projects in the classroom. Embedded professional development will focus on the development of increased opportunities for student learning as the result of focused teacher training in the design and implementation of learning environments supported by educational technology. The students will benefit in the development of life-long learning skills through real-world project based learning activities, increased self-esteem, and enhanced opportunities for students to learn at their own pace. The higher-order skill development (Bloom) naturally incorporates additional skills sets required for learning multidisciplinary concepts.

All of the Writing Core Content Standards are emphasized in project/problem based learning. Students will: 1) write arguments to support claims, 2) write informative/explanatory texts, 3) write narratives, 4) produce clear and coherent writing, 5) develop and strengthen writing, 6) use technology, 7) conduct research projects to answer questions, 8) gather relevant information from multiple print and digital sources, 9) draw evidence from informational texts, and 10) write routinely.

Project/problem based instruction also addresses all of the Speaking and Listening Standards. Students will: 1) engage affectively in a range of collaborative discussions, 2) analyze the main ideas and supporting details presented in diverse media, 3) delineate a speaker's argument and specific claims, 4) present claims and findings, emphasizing salient points in a focused, coherent, manner, 5) include multimedia components and visual displays, and 6) adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Project/problem based learning is aligned with WIDA Standards 1,2,3,4, and 5. The chance to differentiate, use cooperative work models, and small group instructions in project/problem based learning makes it especially effective with our students with individualized educational plans.

Three Year Plan to institute Project/problem based learning:

2011-2012	2012-2013	2013-2014
Social studies -grades 7-8	Social Studies grades 6-7-8	Social Studies grades 6-7-8 Science grades 6-7-8

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Science – grades 7-8	Science grades 6-7-8 Language Arts Literacy grade 7-8 Math grade 7-8	Language Arts Literacy grades 6-7-8 Math grades 6-7-8 Special Area Subjects grades 6-7-8
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Writers' Notebooks

All students in all Language Arts Literacy classes will implement the use of Writers' Notebooks. Writers' Notebooks encourages students to write freely, promotes the writing of longer and more sophisticated writing passages. Use of the notebooks also enhances all aspects of the writing process (generating ideas, creating graphic organizers, conferencing, and creating a published piece of writing). All Language Arts Literacy teachers, coaches, and instructional leaders will receive professional development to ensure the proper usage of the Writers' Notebooks. Teachers will also receive in-class modeling and support from the reading coach, language coach, instructional leaders, and peers.

The Writing Core Content Standards that are emphasized in the use of the Writer's Notebooks are: 1) write arguments to support claims, 2) write informative/explanatory texts, 3) write narratives, 4) produce clear and coherent writing, 5) develop and strengthen writing, and 10) write routinely.

Writers' Notebooks also addresses all of the Standards in Language which include: 1) demonstrate command of the convention of standard English, 2) demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing, 3) use knowledge of language and its conventions when writing, 4) determine or clarify the meaning of unknown multi-meaning words, 5) demonstrate understanding of figurative language, word relationships and nuances, 6) acquire and use accurate grade-appropriate general academic phrases.

Writers' Notebooks also aligns with WIDA standards 1 and 2. All aspects of this program are appropriate for our students with individualized educational plans. The APMS will implement several intense reading programs and strategies for the 2011-2012 school year. These programs will include:

- READ 180
- Wilson Reading
- Novel-based reading program

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READ 180 is a researched based basal reading program targeting students reading 2 years below level. The program incorporates comprehension, phonemic awareness, fluency, vocabulary, and a writing component. Read 180 delivers reading instruction through four instructional activities:

1. Individualized instructional software-The READ 180 software provides each student with customized reading instruction plus continuous assessment of his/her progress. The software has built-in supports, such as anchor videos that build background knowledge or reading passages.

2. Data-driven small group instruction-Comprehensive READ 180 reports provide detailed and immediate feedback to identify student need and to inform small-group instruction.

3. Direct instructional in whole or small group- READ 180 provides teachers with a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development and text comprehension.

4. Independent reading- READ 180 provides students with students with an independent reading library of high-interest and leveled paperbacks plus grade-level Audio books.

READ 180 Assessments provide continuous and immediate feedback for the students and teachers. The program contains instruments for initial screening, diagnostic placement, progress monitoring, and progress evaluation. The data from these instruments is fed into The Scholastic Management Suite which continuously monitors and assesses learning gains for each student. It provides detailed reports that allow teachers to identify and measure skills that have been mastered and areas where students require further improvement.

1. Scholastic Reading Inventory (SRI)- This computer assessment uses the highly accurate Lexile Framework for reading as a diagnostic tool to place students at the best level in the program so that they can read with success. SRI provides criterion and norm referenced reading comprehension level test results that can be used for instructional planning, intervention, and progress monitoring. Throughout the year, 15 reports are generated for the class and individual student learning gains for use by the teachers and parents.

2. READ 180 Software-Each assessment is divided into four zones: 1) Reading

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	<p>Zone, 2) Word Zone, 3) Spelling Zone, and Success Zone. Assessment instruments are embedded with each zone to track student progress.</p> <p>3 Scholastic Reading Counts- This assessment monitors student completion as well comprehension of audiobooks and paperback books in the READ 180 program. Data can be used for diagnostic, intervention, and progress monitoring purposes.</p> <p>4 Intervention Strategies-READ 180 is designed specifically to be an intervention reading program for older, struggling students. These students benefit from the program's individualized reading instruction and practices that is adjusted based on continuous assessment and immediate feedback. In addition, READ 180 provides specialized instructional strategies for English Language Learners, Spanish language support features, and reading materials in multicultural contexts. This program provides closed captioning for video segments and universal access features for students with disabilities.</p> <p>5 Parent Involvement-READ 180 promotes parental involvement in these ways:</p> <ul style="list-style-type: none">• READ 180's paperback books can be shared with parents at home.• Individual diagnostic reports generated by the READ 180 software can be shared with parents during conference times.• A parent letter (also available in Spanish) provides parents with a record of student progress and suggestions about how parents can be supportive at home. <p>6 Professional Development-To ensure the success and sustainability of the READ 180 program, continuous on-going professional development is offered.</p> <ul style="list-style-type: none">• On-site implementation training for READ 180 teachers and reading coaches.• On-site interactive follow-up for READ 180 teachers and reading coaches.		<p>November 2011 January 2012 April 2012 June 2012</p> <p>Instructional Staff Assessments:</p> <ul style="list-style-type: none">• APMS will continue to use the newly instituted teacher evaluation instrument. This instrument was adopted with the collaboration of teachers, administrators, central office and the Asbury Park Education Association. The new formative assessment of teacher practice based upon Charlotte Danielson assesses teacher “planning and preparation; creating the classroom environment and delivery of instruction.” (Danielson)• Principals and instructional supervisors will conduct bi-monthly walk-thru <p>3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.</p>
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<ul style="list-style-type: none">• assessments to ensure best practices are in place<ul style="list-style-type: none">• Coaches, team leaders, and teachers will conduct monthly peer walk-thru assessments• Principals will meet with each teacher, coach, and team leader to complete a Professional Development Plan at the end of the school year.• All Small Team Leaders will meet weekly with their teams to evaluate and address student growth and report their finding to the building principal• Running records will be kept on all classes in mathematics and language arts literacy• Teacher assessment will be based on individual student growth	<p>September 1, 2011-June 30, 2012</p>
<p>An extensive body of research suggests that small learning teams have significant benefits (Gates Foundation) (Evan et al., 2006)</p> <ul style="list-style-type: none">• Increased student performance, along with a reduction in the achievement gap and dropout rate<ul style="list-style-type: none">• A more positive school climate, including safer schools, more student engagement, fewer disciplinary infringements, and less truancy• A more of a personalized learning environment in which student have the opportunity to form meaningful relations with both adults and peers• More opportunities for teachers to gather together in small learning communities that enhance teaching and learning• Greater parent involvement and satisfaction <p>4. The LEA and school promote professional learning communities and a school culture of continuous learning.</p>	<p>The APMS currently does not utilize a community learning model. In an effort to transform the APMS, Small Learning Teams (SLT) will be implemented for the 2011-2012 school year. The APMS SLT will create an interdisciplinary team of teachers that share the same common set of students to further personalize the learning environment. The LEA will provide support to this process as is needed.</p> <p>Creating successful small learning teams at the middle level will increase the chances for students to achieve success in high school and higher education.</p> <p>Once SLTs are created the members will design their own vision and mission statement. This process will clearly establish set goals and expectations for each and every member of the team. Teachers and students placed in a SLT will have a</p>

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<p>monthly “town hall meeting” to address any concerns that are relevant to the academic/social progress of their team. These meetings will be led by instructional leaders.</p> <p>Each SLT will have a team leader who will serve as the chair of the team. Team leaders will facilitate the dialogue between the staff and administration. Team leaders will be at the hub of professional development and implementation of cross-curricular activities. Team leaders will receive professional development on effective instructional strategies, classroom management and learning assessments. Team leaders will communicate what they learned at these workshops to their team.</p>	<p>Each set of teachers within the SLT will share the same common planning time (CPT). Each team will have the opportunity to meet for 1 hour during the school day. During their CPT teachers will collaborate on lessons, address student related issues as well as explore instructional practices. These practices will enhance student achievement. The SLT will meet daily to plan, discuss student progress, analyze data, implement tuning protocol once trained, discuss needs of teachers, and student issues that might develop during the school day. This time will also be dedicated to job-embedded professional development provided by external sources.</p>	<p>The SLT will foster an open line of communication between administration, teachers, parents and students, which will better serve the students within the SLT. The team leaders will discuss strategies that teachers can use to resolve these issues. Administration will oversee the implementation process. Parents will be notified via email, phone call home of the issues of concern.</p>	<p>5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality. The LEA provides approval oversight to PD providers selected by the school.</p> <p>All attendees will complete a comprehensive evaluation and the evaluation on MyLearningPlan of all professional development sessions Team leaders will review all evaluative assessments and will report the finding to the building principal and Assistant Directors of Curriculum. Decisions will then be made to determine future high quality, job embedded professional development.</p> <p>September 1, 2011- June 30, 2012</p>
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Transformation SIG Permissible Activity: A transformation model may also implement other strategies.		
Implementation Guidance		
An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- <ul style="list-style-type: none">a) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;b) Instituting a system for measuring changes in instructional practices resulting from professional development; orc) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.		
Evidence of Implementation Indicators	Implementation Description	Timeline
Human Resources new hire report/certification report	<ul style="list-style-type: none">a) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; The board will offer sign-on bonuses to teachers that possess certification in high need areas such as science and mathematics.	Summer 2011
Walk thru assessment Formative teacher evaluations	<ul style="list-style-type: none">b) Instituting a system for measuring changes in instructional practices resulting from professional development; Administrators will conduct bi-monthly walk thru assessments and formative assessments that will ascertain whether the best practices in which teachers received professional development are in place in a timely manner.	September 2011-June 2012
Walk thru assessment Formative teacher evaluations Professional Development Plans	<ul style="list-style-type: none">c) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. The principal will use the data from teacher evaluation in the 2010-2011 school year to determine staff placement for 2011-2012. He/she will then place staff where they will have the greatest impact on student achievement/growth. Reassessments will be conducted in the spring of 2012 to make any necessary reassignments for the 2012-2013 school year.	Spring 2011-Spring 2012

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Transformation SIG Required Activity – 5

Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

Implementation Guidance

Strategies to recruit, place, and retain staff may include financial incentives or non-financial incentives, such as increased opportunities for promotion and career growth, and more flexible work conditions.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA and LEA secure funding for long-term program sustainability.	SIG funds will provide the necessary money initiate the programs, the SEA and LEA have committed to locate and secure funding for all programs that have proven to have a positive effect on student achievement/progress.	March 2011
2. The SEA and LEA ensure that students have equal access to high-quality teachers.	The SEA and LEA will ensure that all teachers are assigned to classes based upon highly qualified/certification status.	Summer 2011
3. The LEA has an intensive long-term investment in developing instructional leadership capacity at the school, as well as at the LEA levels.	The SEA has adopted a new formative evaluation for all principals. This new comprehensive evaluation aligns with the job description for the principal and addresses all 64 areas of professional responsibilities and job specific responsibilities, Administration will be assigned to schools based upon their area of expertise.	Summer 2011
4. The LEA delegates leadership PD to principals, instructional program leaders, and administrators.	In order to support sustained improved leadership the principal, instructional leaders and administrators will: <ul style="list-style-type: none">• Oversee and participate in all professional development sessions• Identify needs for further professional development based on building and specific teacher needs	September 1, 2011-June 30, 2012
5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.	In order to support sustained improved leadership the principal, instructional leaders and administrators will: <ul style="list-style-type: none">• Attend all professional development sessions attended by instructional staff• Attend summer RIISA sessions• Attend a 2-3 day summer administrative retreat• Participate in a Leadership Academy with Turnaround Principals• Attend monthly roundtable meetings held by the superintendent• Curriculum directors will meet bi-monthly	June 2011-June 30, 2012

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6. The LEA includes non-monetary incentives for performance.	Instructional staff and school leaders that have impacted positively on student achievement will be recognized through monthly school newsletters, APEA quarterly newsletter, District Website and staff meetings which will foster a set of intrinsic rewards. Staff with a 97% attendance rate will be recognized at the end of the school year.	September 1, 2011-June 30-2012
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Transformation SIG Required Activity – 6

Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Implementation Guidance

If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, it is expected that most LEAs with Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

Evidence of Implementation Indicators**Implementation Description****Timeline**

1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	We will use the spring NJASK 2011 scores to identify the school/student needs. This will also drive the schedule of the professional development as well as the academic schedule for the students in the “double dose” classes. Student will be placed in according to their needs that were identified in the NJASK, teacher/team created pretests and posttests, benchmark assessments, Read 180 SRI, and TOWRE.	Summer 2011
2. SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment scores, and school performance and aggregated classroom observation data.	All NJASK scores will be aggregated by the principal and directors of curriculum. Scores will be disseminated to the teachers on the first day in service session. Small teams will then meet to address specific needs of their students. This will be an on-going process that will continue throughout the year.	August, 2011-June 30, 2012
3. LEA and school ensure that school aligns instruction with standards and benchmarks.	All of the adopted Unit plans are aligned with the core content standards. Teachers then create lessons plans that follow the units. The Unit Plans and Lesson Plans follow the UbD design.	September 1, 2011-June 30, 2012
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	The APMS currently does not utilize a community learning model. In an effort to transform the APMS, Small Learning Teams (SLT) will be implemented for the 2011-2012 school year. The APMS SLT will create an interdisciplinary team of teachers that share the same common set of students to further personalize the learning environment. An extensive body of research suggests that small learning teams have significant benefits (Gates Foundation) (Evan et al., 2006) <ul style="list-style-type: none">• Increased student performance, along with a reduction in the achievement gap• and dropout rate• A more positive school climate, including safer schools, more student	September 1, 2011-June 30, 2012

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- engagement, fewer disciplinary infringements, and less truancy
- A more of a personalized learning environment in which student have the opportunity to form meaningful relations with both adults and peers
- More opportunities for teachers to gather together in small learning communities that enhance teaching and learning
- Greater parent involvement and satisfaction

Creating successful small learning teams at the middle level will increase the chances for students to achieve success in high school and higher education.

Once SLTs are created the members will design their own vision and mission statement. This process will clearly establish set goals and expectations for each and every member of the team. Teachers and students placed in a SLT will have a monthly “town hall meeting” to address any concerns that are relevant to the academic/social progress of their team. These meetings will be led by instructional leaders.

Each SLT will have a team leader who will serve as the chair of the team. Team Leaders will have a modified schedule to allow for data analysis and Small Learning Team meetings. Team leaders will facilitate the dialogue between the staff and administration. Team leaders will be at the hub of professional development and implementation of cross-curricular activities. Team leaders will receive professional development on effective instructional strategies, classroom management and learning assessments. Team leaders will communicate what they learned at these workshops to their team.

Each set of teachers within the SLT will share the same common planning time (CPT). Each team will have the opportunity to meet for 1 hour during the school day. During their CPT teachers will collaborate on lessons, address student related issues as well as explore instructional practices. These practices will enhance student achievement. The SLT will meet daily to plan, discuss student progress, analyze data, implement tuning protocol once trained, discuss needs of teachers, and student issues that might develop during the school day. This time will also be dedicated to job-embedded professional development provided by external sources.

The SLT will foster an open line of communication between administration, teachers, parents and students, which will better serve the students within the SLT. The team

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	leaders will discuss strategies that teachers can use to resolve these issues. Administration will oversee the implementation process. Parents will be notified via email, phone call home of the issues of concern.	
All staff will also meet monthly for staff meetings/professional development.		
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	Monthly writing, reading, and math assessment will be conducted. All tests will be reviewed by the Small Learning Teams, coaches, principal, and assistant directors of curriculum. Data will be collected and analyzed to drive instruction with the use of best practices.	September 2011-May 2012

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Transformation SIG Permissible Activity: A transformation model may also implement other strategies.

Implementation Guidance

- An LEA may also implement comprehensive instructional reform strategies, such as--
- a) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - b) Implementing a school wide “response-to-intervention” model;
 - c) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - d) Using and integrating technology-based supports and interventions as part of the instructional program; and
 - e) In secondary schools--
 - Increasing rigor by offering opportunities for students to enroll in advanced coursework such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - Improving student transition from middle to high school through summer transition programs or freshman academies;
 - Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

Evidence of Implementation Indicators	Implementation Description	Timeline
Weekly lesson plan reviews Bi-monthly walk thru assessments CAPA recommendation Informal observation notes Post conference notes Small Team Meeting minutes	<ul style="list-style-type: none">a) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective through:<ul style="list-style-type: none">• Electronic reviewing of lesson plans by all building administrators, assistant directors of curriculum, and central office.• Reviewing lesson plans during bi-monthly walk thru assessments.• Reviewed lesson plans during the formative evaluation process• Reviews by CAPA of lesson plans during their bi-yearly assessments.• Informal observations• Pre/post conferences• Reviews during Small Learning Team meetings <p>The school administrators will conduct conferences with teachers to address any</p>	<p>September 1, 2011-June 2012</p>

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	necessary changes to the development/ implementation of classroom instruction. The administrator/teacher revisions to classroom instruction are in place in order to drive student achievement/growth.	
I&RS minutes Reading Specialists Log SAC Log	b) Implementing a schoolwide “response-to-intervention” model The Asbury Park Middle School has a “response-to-intervention” model in place. We will modify our current plan to better represent our current body. We currently use • Intervention and Referral Service (I&RS) led by the guidance department. The I&RS team consist of the following: teachers, administrators, parents, reading specialist, school psychologist, child study team, and school nurse. During these meeting the team discusses strategies to use in the classroom and at home to promote student achievement/growth along with social/emotional well-being. • The Reading Specialists works with individuals and small groups of children to provide mini lessons, guided strategy groups, and administers various assessments. • The Student Assistance Counselor (SAC) will conduct individual/small group sessions to address issues concerning bullying, substance abuse, harassment, and leadership. The SAC provides professional development sessions to staff to explain policy. The SAC also provides referral for families for treatment for substance abuse as well as suicide prevention. • The coordinator of community relations will also foster relationships with local organizations and groups on our behalf.	September 2011- June 2012
MyLearningPlan (our electronic professional development log) Professional Development Plan Professional Development Evaluations	c) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; The principal and staff members will receive professional development specifically geared to address the needs of our students with individualized educational plans and ELJL students. The implementation of the CITW will emphasize differentiated instruction which will ensure positive achievement/growth for our students with IEPs and our ELL population.	September 2011 – June 2012
Lesson Plans Professional Development evaluations	d) Using and integrating technology-based supports and interventions as part of the instructional program Project/Program Based Learning with infused technology	September 2011- June 2012

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Project/problem based learning will be instituted in the social studies and science classes. Project Based Learning (PBL) allows students to practice 21st Century Skills such as critical thinking, communication and collaboration while creating high-quality projects. We have selected Trillium Learning – Global Language and Culture Project (GLCP) as our model. Trillium Learning provides embedded professional development as well as an established network of cooperating schools. We plan in incorporate PBL and live videoconferencing in the Asbury Park Middle School next year. At least 1 classroom in each Small Learning Team will be equipped with a SMART Board and video conferencing equipment. Use of Interactive Whiteboards was associated with a 16 percentile point gain in overall student achievement (Final report on the Evaluation of the Promethean Technology 2009 – Marzano).

The use of PBL will allow the students to develop multidisciplinary, standards-based projects. The student project activities will be developed in the form of collaborative activity that can be shared within the school, throughout the district, nationally and globally. The combination of PBL skills, along with the ability to conduct real-time videoconferencing allows students to enter the 21st century society.

Advanced learning models will be developed through projects in the classroom. Embedded professional development will focus on the development of increased opportunities for student learning as the result of focused teacher training in the design and implementation of learning environments supported by educational technology. The students will benefit in the development of life-long learning skills through real-world project based learning activities, increased self-esteem, and enhanced opportunities for students to learn at their own pace. The higher-order skill development (Bloom) naturally incorporates additional skills sets required for learning multidisciplinary concepts.

All of the Writing Core Content Standards are emphasized in project/problem based learning. Students will: 1) write arguments to support claims, 2) write informative/explanatory texts, 3) write narratives, 4) produce clear and coherent writing, 5) develop and strengthen writing, 6) use technology, 7) conduct research projects to answer questions, 8)gather relevant information from multiple print and digital sources, 9)draw evidence from informational texts, and 10)write routinely.

Project/problem based instruction also addresses all of the Speaking and Listening Standards. Students will: 1) engage affectively in a range of collaborative discussions, 2) analyze the main ideas and supporting details presented in diverse media, 3) delineate a speaker's argument and specific claims, 4) present claims and findings, emphasizing salient points in a focused, coherent, manner, 5) include multimedia components and visual displays, and 6) adapt speech to a variety of

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contexts and tasks, demonstrating command of formal English. Project/problem based learning is aligned with WIDA Standards 1,2,3,4, and 5. The chance to differentiate, use cooperative work models, and small group instructions in project/problem based learning makes it especially effective with our students with individualized educational plans.

Three Year Plan to institute Project/problem based learning:

2011-2012	2012-2013	2013-2014
Social studies -grades 7-8	Social Studies grades 6-7-8	Social Studies grades 6-7-8 Science grades 6-7-8 Language Arts Literacy 6-7-8
Science – grades 7-8	Science grades 6-7-8 Language Arts Literacy grade 7-8 Math grade 7-8	Language Arts Literacy 6-7-8 Math grades 6-7-8 Special Area Subjects grades 6-7-8

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Transformation SIG Required Activity – 7a

Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students

Implementation Guidance

“Increased learning time” means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for: (a) instruction in core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in PD within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year.

Evidence of Implementation Indicators	Implementation Description	Timeline
	<p>Based on multiple measures and NJASK our extended learning time plan is to offer additional learning time in both language arts literacy and math. We realize that reading and writing is key for proficiency in all areas of learning and for success in a global society.</p> <p>There will be an additional 300 hours added to each student's school year. Every grade 7-8 student will receive an additional hour of instruction in language arts literacy daily. All students will also receive an additional 40 minutes per day of basic skills and/or enrichment in language arts literacy and math. This additional class period will focus on specific needs based on the collected data from various assessments. This will benefit all subgroups. Students currently receive 4 hours of core content instruction. In the school year 2011-2012 all students will receive 5 hours and 40 minutes of core content instruction. Each grade 7 and 8 students will receive an additional hour of instruction in language arts literacy. All students will receive an additional 40 minutes per day of basic skills and/or enrichment in language arts literacy and math.</p>	<p>September 1, 2011</p> <p>The additional class period of basic skills and/or enrichment will allow for flexible groups of students according to their specific needs. The classes will align the Core Content Standards with the collected data to ensure student achievement. In addition to the Writing Standards, all of the Reading Standards and Math Standards will be stressed in the basic skills/enrichment class added to the day. The additional class will also allow for more time for the ELL students to practice their English skills in reading, writing, listening and speaking and additional time in math (WIDA Standards 1 and 2). ELL and students with individualized educational programs will be</p>

1. The SEA and LEA are familiar with evidence-based practices to provide increased learning time.

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mainstreamed , when possible, with the necessary support This will allow for more time for the ELL students to practice their English skills in reading, writing, listening and speaking and additional time in math (WIDA Standards 1 and 2) and extended mainstreamed time for the students with individuated educational plans.

Learning time will also be extended into the home through homework assignments.

Sample Schedule for grades 5-6-7-8:

Homeroom	7:45-7:50	
Block 1	7:50-8:50	Reading (Read 180, Wilson, Novels)
Block 2	8:52-9:52	Language Arts Literacy <ul style="list-style-type: none">• Writers' Notebooks – 20 minutes of writing with conferencing• Vocabulary workshop- and Grammar Workshop• Intensive writing instruction
Block 3	9:54-10:54	Math <ul style="list-style-type: none">• Whole group instruction (20 minutes)• Small group differentiated instruction (40 Minutes)
Lunch	!0:56-11:16	
Block 4	11:18-12:18	Specials (PE, Health, Art, Music, Spanish)
Block 5	12:20-1:20	Social Studies – project/problem based instruction
Block 6	1:22-2:22	Science - project/problem based instruction
Double Dose Class	2:24-3:04	Math or Language Arts Literacy – days alternate- data driven instruction <ul style="list-style-type: none">• LAL – Writing Workshop• Math – Small group data driven instruction• Counseling Sessions (1 per week with community partners)

2. The LEA identifies community needs and partnership opportunities.

September 2001-
June 2012

One aspect of the APMS mission is to increase and improve parent/teacher communication. Research (REL 2009 #069) (Arronick et al Parent Involvement Strategies in Urban Middle Schools) shows a correlation between parental involvement

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	<p>and student achievement. It is pertinent to create a comfort level between parents and the school community so that parents can take an active role in developing their child's academic achievement. Information about Teachers Involve Parents in Schools (TIPS) http://www.csos.jhu.edu/p2000/tips/OVERVIEW.htm). We plan to accomplish this using a variety of methods. They include:</p> <ul style="list-style-type: none">• Continuing the "Brother-to-Brother" and "Sister-to-Sister" social gathering that brings together students, Asbury Park staff, parents and grandparents/guardians, community members, and guest speakers• Continuing our partnership with "Prevention First" which provides information on gangs, bullying, drug intervention, and nutritional guidance.• Continuing to work with Substance Abuse Coordinator (SAC) coordinator• Continuing the work of the Title I Family Involvement Specialist• Continuing "Project Venture" with the NJ Natural Gas company• Forming an alliance with the Boys and Girls Club• Continuing to conduct the Superintendent's Town Hall meetings• Meetings between the Superintendent and the minister's alliance		
3. The LEA allocates funding for extended-learning programs.	The Board of Education along with the Asbury Park Education Association has mutually agreed that the staff will be fairly compensated for the extended teaching time.	March 2011	
4. The LEA supports school leadership in developing and sustaining community partnerships.	Central Office will allow the principal to create and schedule with various community partnerships	September 1, 2011-June 30, 2012	
5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum.	The district coordinator of professional development will meet monthly with the school professional development team to ensure that the professional development is aligned with the school curriculum. All of the adopted Unit plans are aligned with the core content standards. Teachers then create lessons plans that follow the units. The Unit Plans and Lesson Plans follow the UbD design.	Summer 2011-June 30, 2012	
6. The LEA has a system of assessing the progress of the extended-learning program and using data to guide instructional changes.	Monthly writing, reading, and math assessment will be conducted. All tests will be reviewed by the Small Learning Teams, coaches, principal, and assistant directors of curriculum. Data will be collected and analyzed to drive instruction with the use of best practices.	September 2011-May 2012	

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Transformation SIG Required Activity – 7b

Increasing learning time and creating community-oriented schools. The LEA must (b) provide ongoing mechanisms for family and community engagement.

Implementation Guidance

In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.	The Language Arts Literacy and Math curricula are aligned with the core content standards. All lesson plans are created using the unit design. Science and Social Studies curricula will be created this summer and will also be aligned with the core content standards.	Summer 2010- Summer 2011
2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; and develops joint financing of facilities and programs with community and local government).	We have a Title I Family Involvement Specialist working in the district. She will continue to facilitate community partnerships and programs. The coordinator of community relations will foster relationships with local organizations and groups on our behalf.	Summer 2011-June 30, 2012
3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.	All stakeholders are involved in the planning and implementation of the programs offered. We will development a plan that addresses the specific needs of the student body and societal issues. Workshops will be available to and geared to the identified school wide issues.	September 1, 2011-June 30, 2012
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	The Coordinator of Professional Development will work alongside the principal to create a comprehensive professional development plan that incorporates staff/community needs. PD will address community partnerships.	September 1, 2011-June 30, 2012
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school	Parents/community members will be invited to monthly NCLB/SLC meetings, monthly PTO meetings, Superintendent Town Hall Meetings, and monthly Board of Education Meetings. During theses forums parents	September 2011-June 2012

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improvement	will have the opportunity to address school/community issues. Staff will have additional time to give input during daily Small Learning Team meetings and monthly staff meetings. Parents will also have the opportunity to attend a monthly SLT meetings to collaborate with staff members concerning student achievement/growth, building concerns, community issues, and their role in developing a sound educational plan. The LEA will continue to host the Superintendent Town Hall Meetings and utilize the Global Connect system to share information. The LEA will also start sending out an annual report to all stakeholders in addition to the newsletter that is currently sent.
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Transformation SIG Permissible Activity: A transformation model may also implement other strategies.**Implementation Guidance**

- a) An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
- b) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- c) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
- d) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

Evidence of Implementation Indicators	Implementation Description	Timeline
Homework Club Logs VNA records Mobile Dentist records PTO minutes Boys and Girls Club session minutes	<ul style="list-style-type: none">a) An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; <ul style="list-style-type: none">• The APMS will have a homework club available to assist student with class assignments and further their learning.• The Visiting Nurses Association (VNA) provides medical treatment to students as well as providing prescriptions as needed. She provides nutritional counseling as well as addressing the various needs of our students.• The Mobile Dentist visits the school yearly to provide dental care for our students.• We will recruit parents to join the PTO.• The APMS also partners with the local Boys and Girls Club. They provide sessions for the staff and students on subjects such as bullying, drug abuse, truancy, and other societal issues.	September 2011-June 2012
Minutes of sessions	<ul style="list-style-type: none">b) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff, <p>The school day has been extended for the 2011-2012 school year. During the Double Dose class period, not only will mathematics and language arts literacy but will also be used to address social issues of the middle school students. We will partner with the</p>	September 2011-June 2012

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	Boys and Girls Club, Prevention First, Project Vision, VNA, and the PTO.	
VNA records Boys and Girls Club session minutes	c) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; <ul style="list-style-type: none">• The Student Assistance Counselor (SAC) will conduct individual/small group sessions to address issues concerning bullying, substance abuse, harassment, and leadership. The SAC provides professional development sessions to staff to explain policy. The SAC also provides referral for families for treatment for substance abuse as well as suicide prevention.• The APMS also partners with the local Boys and Girls Club. They provide sessions for the staff and students on subjects such as bullying, drug abuse, truancy, and other societal issues.	September 2011- June 2012

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Transformation SIG Required Activity - 8

Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars, time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Implementation Guidance - N/A	Evidence of Implementation Indicators	Implementation Description	Timeline
	<ol style="list-style-type: none">1. The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways.2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers.	<p>The Asbury Park School District will provide the operational flexibility and support needed to ensure the APMS has a successful transformation. The APMS will have complete autonomy in creating/modifying class schedules and teacher assignments. The principal has been given the authority to construct the school budget and use funds where they will have the greatest impact on student achievement. The principal will also oversee the professional development each teacher receives. The school district will provide 2 days of professional development before the start of the school year with an additional day of professional development during the year. Some of the faculty meetings will be geared toward professional development with topics that pertain to classroom strategies.</p>	March 2011-June 2012
	<ol style="list-style-type: none">3. The LEA has established annual goals for student achievement.	<p>As per our organizational chart, communication will be on-going and monitored by the NTO. The LEA will also provide on-going professional development for principals from accomplished transformation principals.</p> <p>The Asbury Park School District has the following goals:</p> <ul style="list-style-type: none">Goal 1A Student AchievementGoal 1B Facilities ManagementGoal 1C Community Relations <p>Student academic performance will be improved through implementation of strategies that promote excellence in learning and attainment of high expectations and standards.</p> <p>The district's schools will plan and proactively maintain our educational facilities providing an environment that is safe and conducive to learning.</p>	September 1, 2011-June 30, 2012
		<p>Parents and district staff will collaborate to improve the quality and effectiveness of educational programs and services offered to students. Efforts to increase the level of communication between students, parents, and the community will be enhanced.</p> <p>Goal 2A Teacher Evaluation Instrument</p>	March 2010-ongoing

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<p>The district will develop and implement a new teacher evaluation tool that identifies and measures instructional strategies, professional behaviors and delivery of content knowledge and its affect on student learning.</p> <p>Goal 3A School Administrators Leadership Academy</p> <p>Develop or implement a program that will impact student performance by providing professional development that enables administrators to transform educational activities, accelerate learning and promote academic growth.</p>	<p>September 1, 2011-June 30, 2012</p> <p>See specific timeline in description plan</p> <ul style="list-style-type: none">● Language Arts Literacy (Reading and Writing)<ul style="list-style-type: none">○ NJASK (spring)○ Read 180 – SRI (pre test, quarterly, and end of the year)○ Wilson – TOWRE and WADE (entrance and yearly)○ Running Records - continuous○ Writing Benchmark Assessment in all content areas - monthly○ Weekly Small Learning Team meetings -daily○ Coach/Team Leaders/Principal weekly meetings○ Student Portfolios with conferencing with antidual records and charting- daily○ Development of project based learning assignments of an in-depth and rigorous nature to access student competence. (Example: Showcasing an in-depth understanding of a mathematical concept using cross-curricular elements.) - quarterly○ ACCESS for ELL (spring)○ Study Island● Math<ul style="list-style-type: none">○ NJASK (spring)○ Pre test at the beginning of the school year○ Classroom Data Centers -daily○ Pre/post tests -monthly○ Benchmark Exams - quarterly○ Student portfolios – on-going○ Development of project based learning assignments of an in-depth and rigorous nature to access student competence. (Example: Showcasing <p>4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.</p>
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	<ul style="list-style-type: none">an in-depth understanding of a mathematical concept using cross-curricular elements.) - quarterly<ul style="list-style-type: none">○ Study Island● Parent Involvement<ul style="list-style-type: none">○ Parent surveys –quarterly○ Sign-in sheets for all activities – as needed● Professional Development<ul style="list-style-type: none">○ Tracking on MyLearningPlan (digital record of all professional development)○ Professional Development Plan – end of each year○ Teacher evaluations- as needed○ Walk thru evaluations –bi-monthly	<p>We currently use Genesis (our computerized student information system) for quarterly progress reports and quarterly grades. In addition we send quarterly reports on all students with individualized education plans. We have 6 planned parent/teacher conferences in the fall and spring. Additional conferences are held throughout the year on an as needed basis.</p> <p>In addition to all of the above, we will keep comprehensive parent/teacher communication logs. Parents will also have the opportunity to attend a monthly SLT meeting to discuss student progress.</p> <p>Parents also have access to student achievement/growth using Read 180 and Study Island.</p>	September 1, 2011-June 30, 2012
5.	The LEA and school share student progress data with parents and students.		

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Transformation SIG Required Activity – 9

Establish a system to collect data for the required leading indicators for schools receiving SIG funds.

Implementation Guidance

The nine metrics that constitute the leading indicators for the SIG program include (1) the number of minutes within the school year, (2) student participation rate on state assessments in reading/language arts and in mathematics by student subgroup, (3) dropout rate, (4) student attendance rate, (5) number and percentage of students completing advanced coursework (e.g., AP/IB, early-college high schools, or dual enrollment classes), (6) discipline incidents, (7) truants, (8) distribution of teachers by performance level on an LEA's evaluation system, and (9) teacher attendance rate.

Evidence of Implementation Indicators	Implementation Description	Timeline
	<p>Accountability is crucial and will the focus of all APMIS staff. Teachers will be accountable for their instruction. Instructional leaders will be responsible to ensure that best practices are being implemented in all classes and that all appropriate and needed job embedded professional development is provided. Data collection will be an on-going activity using a multitude of sources. Sources will include:</p> <ul style="list-style-type: none">• Language Arts Literacy (Reading and Writing)<ul style="list-style-type: none">○ NJASK (spring)○ Read 180 – SRI (pre test, quarterly, and end of the year)○ Wilson – TOWRE and WADE (entrance and yearly)○ Running Records - continuous○ Writing Benchmark Assessment in all content areas - monthly○ Weekly Small Learning Team meetings○ Coach/Team Leaders/Principal weekly meetings○ Student Portfolios with conferencing with antidual records and charting- daily○ Development of project based learning assignments of an in-depth and rigorous nature to access student competence. (Example: Showcasing an in-depth understanding of a mathematical concept using cross-curricular elements.)<ul style="list-style-type: none">○ ACCESS for ELL (spring)○ Study Island○ Small Learning Communities will meet weekly to analyze data to make necessary instructional adjustments	September 2011-June 2012 (see specific times in the description)

1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.

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	<ul style="list-style-type: none">● Math<ul style="list-style-type: none">○ NJASK○ Pre test at the beginning of the school year○ Classroom Data Centers - daily○ Pre/post tests - monthly○ Benchmark Exams - quarterly○ Student portfolios – on-going○ Development of project based learning assignments of an in-depth and rigorous nature to access student competence. (Example: Showcasing an in-depth understanding of a mathematical concept using cross-curricular elements.)○ Study Island○ Small Learning Communities will meet weekly to analyze data to make necessary instructional adjustments● Parent Involvement<ul style="list-style-type: none">○ Parent surveys - quarterly○ Sign-in sheets for all activities● Professional Development<ul style="list-style-type: none">○ Tracking on MyLearningPlan (digital record of all professional development)○ Professional Development Plan – end of each year○ Teacher evaluations- yearly○ Walk thru evaluations -bi-monthly	Summer 2011-June 2012
2.	The LEA and school have established a data system that can collect and report information on all nine leading indicators.	In addition to the coaches in place (Math, Language Arts Literacy, Technology, reading, and Bilingual), using the SIG funding, a SIG manager will be hired to collect, analyze and disseminate the data on all nine leading indicators.

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ANNUAL STUDENT TARGETSLEA : Asbury Park School DistrictName of School: Asbury Park Middle School

GRADE SPAN & SUBGROUP	LANGUAGE ARTS			MATHEMATICS			NJASK5 57.3% Prof. /Adv. Prof.				
	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	
For Each Grade Span: <u>5th-8th</u>											
Total Students	State Assessment	09-10 NJASK5 20.4% Prof./Adv. Prof	2012 Target NJASK5 25.2% Prof./Adv. Prof	2013 Target NJASK5 37.3% Prof./Adv. Prof	2014 Target NJASK5 45% Prof./Adv. Prof	State Assessment NJASK5 37.2% Prof. /Adv. Prof.	Baseline NJASK5 43.5% Prof. /Adv. Prof.	2012 Target NJASK5 50% Prof. /Adv. Prof.	2013 Target NJASK5 50% Prof. /Adv. Prof.	2014 Target NJASK5 57.3% Prof. /Adv. Prof.	

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GRADE SPAN & SUBGROUP	LANGUAGE ARTS		MATHEMATICS							
	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: 5 th -8 th										
Students with Disabilities	State Assessment	09-10 <u>NJASK5</u>	<u>NJASK5</u> 11% Prof./Adv. Prof.	<u>NJASK5</u> 18.5% Prof./Adv. Prof.	<u>NJASK5</u> 25.2% Prof./Adv. Prof.	State Assessment	09-10 <u>NJASK5</u> 16.1% Prof./Adv. Prof.	<u>NJASK5</u> 21.2% Prof./Adv. Prof.	<u>NJASK5</u> 28.5% Prof./Adv. Prof.	<u>NJASK5</u> 35% Prof./Adv. Prof.
		<u>NJASK6</u> 6.7% Prof./ Adv. Prof.	<u>NJASK6</u> 11.0% Prof./ Adv. Prof.	<u>NJASK6</u> 18.5% Prof./ Adv. Prof.	<u>NJASK6</u> 25.2% Prof./ Adv. Prof.		<u>NJASK6</u> 20.7% Prof./ Adv. Prof.	<u>NJASK6</u> 25.2% Prof./ Adv. Prof.	<u>NJASK6</u> 32.1% Prof./ Adv. Prof.	<u>NJASK6</u> 39.2% Prof./ Adv. Prof.
		<u>NJASK7</u> 3.1% Prof./Adv.	<u>NJASK7</u> 8.2% Prof./Adv.	<u>NJASK7</u> 15.0% Prof./Adv.	<u>NJASK7</u> 22.5% Prof./Adv.		<u>NJASK7</u> 6.5% Prof./ Adv. Prof.	<u>NJASK7</u> 11.0% Prof./ Adv. Prof.	<u>NJASK7</u> 18.8% Prof./ Adv. Prof.	<u>NJASK7</u> 25.9% Prof./ Adv. Prof.
Limited English Proficient Students	State Assessment	09-10 <u>NJASK5</u>	<u>NJASK5</u> 0% Prof./Adv. Prof.	<u>NJASK5</u> 5% Prof./Adv. Prof.	<u>NJASK5</u> 17% Prof./Adv. Prof.	State Assessment	09-10 <u>NJASK5</u> 17.6% Prof./Adv. Prof.	<u>NJASK5</u> 21.22% Prof./Adv. Prof.	<u>NJASK5</u> 29.4% Prof./Adv. Prof.	<u>NJASK5</u> 36.3% Prof./Adv. Prof.
		<u>NJASK6</u> 0% Prof./Adv. Prof.	<u>NJASK6</u> 5% Prof./Adv. Prof.	<u>NJASK6</u> 17% Prof./Adv. Prof.	<u>NJASK6</u> 22% Prof./Adv. Prof.		<u>NJASK6</u> 7.7% Prof./ Adv. Prof.	<u>NJASK6</u> 15.3% Prof./ Adv. Prof.	<u>NJASK6</u> 22.6% Prof./ Adv. Prof.	<u>NJASK6</u> 29.6% Prof./ Adv. Prof.
		<u>NJASK7</u> 16.7% Prof./ Adv. Prof.	<u>NJASK7</u> 21.6% Prof./ Adv. Prof.	<u>NJASK7</u> 29.7% Prof./ Adv. Prof.	<u>NJASK7</u> 36.8% Prof./ Adv. Prof.		<u>NJASK7</u> 0% Prof./ Adv. Prof.	<u>NJASK7</u> 6.0% Prof./ Adv. Prof.	<u>NJASK7</u> 17.9% Prof./ Adv. Prof.	<u>NJASK7</u> 24.9% Prof./ Adv. Prof.

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GRADE SPAN & SUBGROUP	LANGUAGE ARTS		MATHEMATICS								
	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	
For Each Grade Span: 5 th -8 th	Prof./ Adv. Prof. <u>NJASK8</u> 33.3% Prof./ Adv. Prof.	Prof./ Adv. Prof. <u>NJASK8</u> 38.8% Prof./ Adv. Prof.	Prof./ Adv. Prof. <u>NJASK8</u> 45.9% Prof./ Adv. Prof.	Prof./ Adv. Prof. <u>NJASK8</u> 52.1% Prof./ Adv. Prof.	Prof./ Adv. Prof. <u>NJASK8</u> 52.1% Prof./ Adv. Prof.	Adv. Prof. <u>NJASK8</u> 26.7% Prof./ Adv. Prof.	Adv. Prof. <u>NJASK8</u> 31.9% Prof./ Adv. Prof.	Adv. Prof. <u>NJASK8</u> 38.2% Prof./ Adv. Prof.	Adv. Prof. <u>NJASK8</u> 45.8% Prof./ Adv. Prof.	Adv. Prof. <u>NJASK8</u> 45.8% Prof./ Adv. Prof.	
White	State Assessment	09-10 <u>NJASK5</u> 50% Prof./ Adv. Prof.	09-10 <u>NJASK5</u> 55% Prof./ Adv. Prof.	09-10 <u>NJASK5</u> 62% Prof./ Adv. Prof.	09-10 <u>NJASK5</u> 69% Prof./ Adv. Prof.	State Assessment	09-10 <u>NJASK5</u> 100% Prof./ Adv. Prof.	State Assessment	09-10 <u>NJASK5</u> 100% Prof./ Adv. Prof.	State Assessment	09-10 <u>NJASK5</u> 100% Prof./ Adv. Prof.
African-American	State Assessment	09-10 <u>NJASK5</u> 16.75 Prof./ Adv. Prof.	09-10 <u>NJASK5</u> 22.2% Prof./ Adv. Prof.	09-10 <u>NJASK5</u> 29.9% Prof./ Adv. Prof.	09-10 <u>NJASK5</u> 36.1% Prof./ Adv. Prof.	State Assessment	09-10 <u>NJASK5</u> 35% Prof./ Adv. Prof.	State Assessment	09-10 <u>NJASK5</u> 40.8% Prof./ Adv. Prof.	State Assessment	09-10 <u>NJASK5</u> 47.4% Prof./ Adv. Prof.

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GRADE SPAN & SUBGROUP	LANGUAGE ARTS			MATHEMATICS						
	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
For Each Grade Span: 5 th -8 th	Adv. Prof.	Adv. Prof.	Adv. Prof.	Adv. Prof.	Adv. Prof.	Adv. Prof.	Adv. Prof.	Adv. Prof.	Adv. Prof.	Adv. Prof.
	<u>NJASK6</u> 20.5% Prof./ Adv. Prof. <u>NJASK7</u> 19.2%	<u>NJASK6</u> 26.3% Prof./ Adv. Prof. <u>NJASK7</u> 24.7% Prof./ Adv. Prof. <u>NJASK8</u> 38.3% Prof./ Adv. Prof.	<u>NJASK6</u> 33.2% Prof./ Adv. Prof. <u>NJASK7</u> 32.1% Prof./ Adv. Prof. <u>NJASK8</u> 43.2 Prof./ Adv. Prof.	<u>NJASK6</u> 41.7% Prof./ Adv. Prof. <u>NJASK7</u> 39.9% Prof./ Adv. Prof. <u>NJASK8</u> 50% Prof./ Adv. Prof.	<u>NJASK6</u> 35.4% Prof./ Adv. Prof. <u>NJASK7</u> 22.2% Prof./ Adv. Prof. <u>NJASK8</u> 17.2% Prof./ Adv. Prof.	<u>NJASK6</u> 29.5% Prof./ Adv. Prof. <u>NJASK7</u> 27.9% Prof./ Adv. Prof. <u>NJASK8</u> 23.8% Prof./ Adv. Prof.	<u>NJASK6</u> 43.7% Prof./ Adv. Prof. <u>NJASK7</u> 34.1% Prof./ Adv. Prof. <u>NJASK8</u> 30.0% Prof./ Adv. Prof.	<u>NJASK6</u> 50.3% Prof./ Adv. Prof. <u>NJASK7</u> 41.4% Prof./ Adv. Prof. <u>NJASK8</u> 38.2% Prof./ Adv. Prof.	<u>NJASK6</u> 50.3% Prof./ Adv. Prof. <u>NJASK7</u> 41.4% Prof./ Adv. Prof. <u>NJASK8</u> 38.2% Prof./ Adv. Prof.	
Asian/Pacific Islander	State Assessment	09-10 <u>NJASK5</u> N/A	N/A	<u>NJASK5</u> N/A	<u>NJASK5</u> N/A	State Assessment	09-10 <u>NJASK5</u> N/A	<u>NJASK5</u> N/A	<u>NJASK5</u> N/A	<u>NJASK5</u> N/A
American Indian/Native	State Assessment	09-10 <u>NJASK5</u> N/A	N/A	<u>NJASK6</u> 0% Prof./ Adv. Prof. <u>NJASK7</u> N/A <u>NJASK8</u> N/A	<u>NJASK6</u> 12.1% Prof./ Adv. Prof. <u>NJASK7</u> N/A <u>NJASK8</u> N/A	State Assessment	09-10 <u>NJASK5</u> N/A	<u>NJASK6</u> 0.0% Prof./ Adv. Prof. <u>NJASK7</u> N/A <u>NJASK8</u> N/A	<u>NJASK6</u> 13.0% Prof./ Adv. Prof. <u>NJASK7</u> N/A <u>NJASK8</u> N/A	<u>NJASK6</u> 25.0% Prof./ Adv. Prof. <u>NJASK7</u> N/A <u>NJASK8</u> N/A

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GRADE SPAN & SUBGROUP	LANGUAGE ARTS		MATHEMATICS				Baseline	2012 Target	2013 Target	2014 Target
	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment				
For Each Grade Span: 5 th -8 th	N/A	N/A	N/A	N/A	N/A	N/A	NJASK5 N/A	NJASK5 N/A	NJASK5 N/A	NJASK5 N/A
American	N/A	NJASK6 N/A	NJASK6 N/A	NJASK6 N/A	NJASK6 N/A	N/A	NJASK6 N/A	NJASK6 N/A	NJASK6 N/A	NJASK6 N/A
		NJASK7 N/A	NJASK7 N/A	NJASK7 N/A	NJASK7 N/A	N/A	NJASK7 N/A	NJASK7 N/A	NJASK7 N/A	NJASK7 N/A
		NJASK8 N/A	NJASK8 N/A	NJASK8 N/A	NJASK8 N/A	N/A	NJASK8 N/A	NJASK8 N/A	NJASK8 N/A	NJASK8 N/A
Hispanic	State Assessment	09-10 NJASK5 27.1% Prof./ Adv. Prof.	NJASK5 32.7% Prof./ Adv. Prof.	NJASK5 39.8% Prof./ Adv. Prof.	NJASK5 46.9% Prof./ Adv. Prof.	State Assessment	09-10 NJASK5 39.6% Prof./ Adv. Prof.	NJASK5 45.5% Prof./ Adv. Prof.	NJASK5 50.3% Prof./ Adv. Prof.	NJASK5 57.9% Prof./ Adv. Prof.
		NJASK6 31.0% Prof./ Adv. Prof.	NJASK6 26.7% Prof./ Adv. Prof.	NJASK6 26.7% Prof./ Adv. Prof.	NJASK6 38.4% Prof./ Adv. Prof.	NJASK6 26.7% Prof./ Adv. Prof.	NJASK6 33.2% Prof./ Adv. Prof.	NJASK6 40.7% Prof./ Adv. Prof.	NJASK6 52.1% Prof./ Adv. Prof.	NJASK6 59.1% Prof./ Adv. Prof.
		NJASK7 40.6% Prof./ Adv. Prof.	NJASK7 45.7% Prof./ Adv. Prof.	NJASK7 52.2% Prof./ Adv. Prof.	NJASK7 59.7% Prof./ Adv. Prof.	NJASK7 21.9% Prof./ Adv. Prof.	NJASK7 26.7% Prof./ Adv. Prof.	NJASK7 33.2% Prof./ Adv. Prof.	NJASK7 40.7% Prof./ Adv. Prof.	NJASK7 57.9% Prof./ Adv. Prof.
Others	State Assessment	09-10 NJASK5 N/A	NJASK5 N/A	NJASK5 N/A	NJASK5 N/A	State Assessment	09-10 NJASK5 N/A	NJASK5 N/A	NJASK5 N/A	NJASK5 N/A

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GRADE SPAN & SUBGROUP	LANGUAGE ARTS			MATHEMATICS			2014 Target				
	For Each Grade Span:	State Assessment	Baseline	2012 Target	2013 Target	2014 Target		State Assessment	Baseline	2012 Target	2013 Target
For Each Grade Span: <u>5th-8th</u>	N/A <u>NJASK7</u> N/A <u>NJASK8</u> N/A	<u>NJASK6</u> N/A <u>NJASK7</u> N/A <u>NJASK8</u> N/A									
Economically Disadvantaged	State Assessment 22.8% Prof./ Adv. Prof.	09-10 <u>NJASK5</u> 28.2% Prof./ Adv. Prof.	<u>NJASK5</u> 32.8% Prof./ Adv. Prof.	<u>NJASK5</u> 39.9% Prof./ Adv. Prof.	<u>NJASK5</u> 37.5% Prof./ Adv. Prof.	<u>NJASK5</u> 42.4% Prof./ Adv. Prof.	<u>NJASK5</u> 49.5% Prof./ Adv. Prof.	<u>NJASK5</u> 56% Prof./ Adv. Prof.	<u>NJASK6</u> 52.2% Prof./ Adv. Prof.	<u>NJASK6</u> 45.1% Prof./ Adv. Prof.	<u>NJASK6</u> 43.9% Prof./ Adv. Prof.

Form S-9
Use only one model template for each school.

Date: March 31, 2011

PROJECT ACTIVITY PLAN - TRANSFORMATION

LEA : Asbury Park School District

Name of School: Asbury Park Middle School						
SIG Required Activity – 1 Transformation		Replace the principal who led the school prior to commencement of the transformation model.				
SMART Goal:		1.1. During the 2011-2012 school year, the transformation principal will provide instructional leadership as indicated by a 5% increase in NJASK scores in grades 5-6-7-8.				
Indicators of Success:		1.1.A student growth data 1.1.B.formative evaluation				
SBR Practice to Address Goal:		The role of the transformation principal is described by Fawcett (Virginia Polytechnic Institute 2008)A Case Study of Leadership Practices of Transformation Principals				
Description of Action Steps		Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2
					Q3	Q4
1	The principal of Asbury Park Middle will be selected. The principal must be a transformational principal who will provide leadership in planning for and managing a Tier I or II school as identified by the New Jersey Department of Education. This includes implementing the transformation model chosen by Asbury Park School District which focuses on high student achievement; building a positive school climate that supports the whole student; leveraging research and data to drive initiatives and instruction; and building a high performing staff and leadership team to achieve the	-NTO -Superintendent -Human resources APPSA	Local funds	-professional development logs -principal formative evaluation	X	

school's vision and goals. The Transformational principal will collaborate with parents, community members, the Office of Curriculum and Instruction as well as other internal/external resources and stakeholders to implement new educational programs, capital improvements, systems, tools and other resources to accelerate student achievement. The Transformational principal should have entrepreneurial school leadership experience with demonstrated success driving high performance, raising student achievement, and improving underperforming student achievement. Experience building effective teams along with exceptional coaching skills is essential. Strong curriculum knowledge, including implementing literacy and math strategies, is required.	-NTO -SIG manager -principal -assistant directors of curriculum -superintendent	Local funds	-professional development logs -minutes of Small Learning Teams -Walk thru assessment logs -teacher formative evaluation log	X X X X
2 The Principal will attend all professional development sessions and will model best practices	NTO -SIG manager -principal	Local Funds	-Walk thru assessment logs	X X X
3 Conduct a bi-monthly walk thru in each class to witness best practices in				

	use and conduct a conference with each staff to discuss findings	-assistant directors of curriculum -superintendent					
4	Meet with all Small Learning Teams to address concerns and monitor student achievement	-principal -assistant directors of curriculum	Local Funds	Sign -in sheets	X	X	X
5	The principal will receive a formative evaluation that addresses job performance.	-NTO -SIG manager -principal -assistant directors of curriculum -superintendent	Local funds	-formative evaluation	X	X	X
6	The principal will receive a 3-year professional development plan that will incorporate all necessary components to ensure student growth	-NTO -SIG manager -principal -assistant directors of curriculum -superintendent	Local funds	-3-year professional development plan			X
7	The Transformational Principal must also work with the Network Turnaround Officer (NTO) assigned by the NJDOE to the school to work for at least 100 days during the project period. The Transformational Principal will meet with the NTO, along with the other members of the Internal District Team (CSA or designee, special education director, Title I director, and supervisor of curriculum), monthly to discuss student achievement, walkthrough trends, attendance, discipline and SIG component implementation.	-NTO -SIG manager -principal -superintendent -Assistant directors of curriculum -Director of curriculum	Local funds	-minutes of meetings	X	X	X

SIG Required Activity - 2 Transformation	Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement.						
SMART Goal:	In 2011-2012 all teachers, coaches, and administrators will be evaluated using the newly adopted formative assessment with an 80% success rate, along with data accrued from the bi-monthly walk thru assessment and running records of student achievement						
Indicators of Success:	1. data from formative evaluations and walk thru assessment 2. data from running records that illustrate student achievement						
SBR Practice to Address Goal:	Creating and utilizing assessment tools as researched by Charlotte Danielson (Enhancing Professional Practice)						
Description of Action Steps	Person(s) Responsible <small>(List all items from budget with page #)</small>	Resources <small>(List all items from budget with page #)</small>	Documentation	Q1	Q2	Q3	Q4
1 Instructional Staff Assessments: APMIS will continue to use the newly instituted assessment. This assessment was adopted with the collaboration of teachers, administrators, central office and the Asbury Park Education Association (APEA). The new formative assessment of teacher practice based upon Charlotte Danielson assesses teacher “planning and preparation; creating the classroom environment and delivery of instruction.” (Danielson)	- Principal - Administrative team - APEA Human resources - Superintendent - Assistant Directors of Curriculum - SIG manager	Local funds	-formative evaluations	X	X	X	X
2 Principals and instructional supervisors will conduct bi-monthly walk-thru assessments to ensure best practices are in place	-Principal -Administrative Team -Assistant Directors of Curriculum - SIG manager	Local funds	Walk thru assessment forms/logs	X	X	X	X

3	Coches, team leaders, and teachers will conduct monthly peer walk-thru assessments	-coaches -Small Learning Team Leaders -teachers -SIG manager	Local funds	Walk thru assessment forms/logs	X	X	X
4	Principals will meet with each teacher, coach, and team leader to complete a Professional Development Plan at the end of the school year.	-Principals -Teachers -Assistant - Directors of Curriculum	Local funds	Professional Development Plan	X	X	X
5	All Small Team Leaders will meet weekly with their teams to evaluate and address student growth and report their finding to the building principal	-Small Team Leaders -teachers -principal -SIG manager	Local funds	Minutes of Small Learning Team Meeting	X	X	X
6	Running records will be kept on all classes in mathematics and language arts literacy Teacher assessment will be based on individual student growth	-Coaches -SIG manager -	Local funds	Running records	X	X	X
7	Principal Assessment: The district has created a new principal assessment that addresses 64 points which include professional responsibilities and job specific responsibilities	- Principal Human resources -Superintendent -Assistant -Directors of Curriculum -APPSA	Local funds	Principal formative evaluation	X		
8	The Principal will review and assess the running records and walk thru assessments of all classes and institute improvement plans where needed	-principal -coaches -teachers -SIG manager	Local funds	Running records Improvement Plans	X	X	X

9	An end of the year evaluation will be conducted to assess the principal's impact on student achievement/growth	-NTO -Superintendent -Principal -Assistant Directors of Curriculum	Local funds	Evaluation	X
10	A 3-year Professional Growth Plan for the principal will be completed	-NTO -Superintendent -Principal -Assistant Directors of Curriculum	3-year growth plan		X

SIG Required Activity – 3 Transformation	Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.						
SMART Goal:	In 2011-2012 the APMS instructional leaders will implement a reward system based on student growth and proficiency/exemplar teacher evaluations. A system will be put in place to initiate the removal of staff that does not meet the standards.						
Indicators of Success:	<ol style="list-style-type: none"> 1. teacher retention rate 2. number of staff that receive rewards 						
SBR Practice to Address Goal:	The correlation of teacher incentives and student achievement as researched by Vanderbilt University's Peabody College of Education and Rand Corporation						
Description of Action Steps	Person(s) Responsible <small>(List all items from budget with page #)</small>	Resources <small>(List all items from budget with page #)</small>	Documentation	Q1	Q2	Q3	Q4
1 Teachers will be held accountable using <ul style="list-style-type: none"> • the newly implemented formative teacher assessment • administrative walk thru assessments 	<ul style="list-style-type: none"> - NTO - SIG team - Principal - administrative team -APEA Human resources -SIG manager 	<ul style="list-style-type: none"> Local funds 	<ul style="list-style-type: none"> - Formative teacher assessment - administrative walk thru assessments 	X	X	X	X
2 Create a running records systems to follow student progression	<ul style="list-style-type: none"> -Principals -Teachers -Assistant Directors of Curriculum -Coaches -SIG manager 	<ul style="list-style-type: none"> Local funds 	Running Records	X	X	X	X
3 Instructional staff and school leaders that have impacted positively on student achievement will be recognized through monthly newsletters and staff meetings which will foster a set of intrinsic rewards	<ul style="list-style-type: none"> -NTO -Superintendent -Assistant Directors of Curriculum -Principal -Coaches -Teachers 	<ul style="list-style-type: none"> SIG funding (page 160) 	<ul style="list-style-type: none"> -Newsletters -Meeting minutes -Certificates 	X	X	X	X

	-monetary reward will be given to the school if goals are met.	-staff -PTO -Title I Family Involvement Specialist				
4	Teacher incentives based on student growth and evaluations will include the opportunity for professional advancement, monetary/ extrinsic rewards (rewards will include but not limited to gift certificates, luncheons)	-NTO -Superintendent -Assistant Directors of Curriculum -Principal -Coaches -Teachers -staff	SIG funding (page 160)	Documentation of reward given	X	X
5	Teachers will be assessed throughout the year using a variety of methods. Any teacher found to need additional assistance will be given the necessary support in the form of additional professional development workshops and/or modeling from the team leaders, instructional supervisors, coaches, principal, and peers. If the needed improvements are not achieved a Corrective Action Plan will be created for that staff member.	-NTO -Superintendent -Assistant Directors of Curriculum -Principal -Coaches -Teachers -staff -APEA	Local funds	Corrective Action Plans	X	X
6	If Correction Action Plans are not sufficiently completed, due process as defined by the APEA contract will be initiated.	-NTO -Superintendent -Principal Teachers -APEA Assistant directors of Curriculum	Local funds	Corrective Action Plans	X	X

SIG Required Activity – 4 Transformation	Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
SMART Goal:	Smart goal: In 2011-2012, all instructional staff will receive 15 hours of professional development in the research based strategies of <i>Classroom Instruction That Works</i> (CITW Marzano) to prepare all students to achieve proficiency or advanced proficiency on the writing section of the NJASK 6-7-8.
Indicators of Success:	1. NJASK scores 2. rosters of staff attendance in professional development sessions (MyLearningPlan)
SBR Practice to Address Goal:	Implementing instructional strategies –Marzano(Classroom Instruction that Works), Differentiating Instruction-Tomlinson(2000), Analyzing and using data to drive instruction-Wagman, The practice and benefits of using Writer's Notebook-Anderson, Implementing Tuning Protocol -McDonald/Allen, Using Wilson Language program-Orton-Gillingham,
Description of Action Steps	Person(s) Responsible <small>(List all items from budget with page #)</small>
1 To address issues in reading, the following ongoing, high-quality, job embedded professional development will be implemented in the common planning sessions in the 2011-2012 school year at the APMS: To address the issues in Language Arts Literacy: <ul style="list-style-type: none">• Differentiating Instruction (Carol Tomlinson 2000) with outside provider and district coaches	- NTO - SIG team - Principal - Assistant Directors of Curriculum - Director of Professional Development -coaches -instructional staff
2 Analyzing and using data to drive instruction	- NTO - Principal - Assistant
	Documentation
	-NJASK scores -Rosters -MyLearningPlan (electronic professional development system with evaluation) -walk thru assessments -formative evaluations
	Q1 Q2 Q3 Q4
	X X X X
	-NJASK scores -Rosters -MyLearningPlan

3	<p>(Wagman)</p> <p>Directors of Curriculum -Director of Professional Development -coaches -instructional staff -SIG manager</p> <p>PD in <i>Classroom Instruction that Works</i> (CITW) (Marzano) will be provided to all instructional staff. CITW will be implemented in all areas of instruction. <i>Classroom Instruction that Works</i> (CITW) (Marzano) covers the 9 practices of instructional strategies that are highly likely to increase student achievement. The table below list the average effect and percentile gain (McREL's research). We will provide on-going, job-embedded professional development in 3 areas in the 2011-2012 school year. All of the practices emphasize differentiated instruction which will enhance academic achievement in all subgroups. Our focus in the first year of the grant will be in Summarizing & Note Taking, Cooperative Learning, and Nonlinguistic Representations. In school year 2012-2013 we will focus will be in reinforcing Effort and Providing recognitions, Setting Objectives and Providing Feedback, and Identifying Similarities and Differences. In the school year 2013-2014 we will focus on Homework and Practice, Generating and Testing Hypotheses, and Cues, Questions, and Advanced Organizers.</p>	<p>(electronic professional development system with evaluation) -walk thru assessments -formative evaluations</p> <p>-NTO -SIG team -Principal - Assistant Directors of Curriculum -Director of Professional Development -coaches -instructional staff</p> <p>SIG funding (page 158)</p>	<p>(electronic professional development system with evaluation) -walk thru assessments -formative evaluations</p> <p>-NJASK scores -Rosters -MyLearningPlan</p> <p>(electronic professional development system with evaluation) -walk thru assessments -formative evaluations</p>	X X X X X

Category	Average Effect Size	Percentile Gain	Number of Studies
Identifying Similarities & Differences	1.61	45	31

Summarizing & Note Taking	1.00	34	179	
Reinforcing Effort & Providing Recognition	.80	29	21	
Homework & Practice	.77	28	134	
Nomlinguistic Representation	.75	28	134	
Cooperative Learning	.73	27	122	
Setting Objectives & Providing Feedback	.61	23	408	
Generating & Testing Hypotheses	.61	23	63	
Cues, Questions, & Advance Organizers	.59	22	1251	
<p>All instructional staff will receive job embedded professional development in all areas of CITRW. Coaches and instructional leaders will provide workshops, model and, in-class support to ensure all teachers are using these best practices throughout their lessons on a daily basis. Further support will be using the DVD supplied by RIISA. Each instructional staff member will also receive the CITRW workbook for further independent study. CITRW is aligned with all standards and emphasize the specific needs of our ELL students and our students with individualized educational plans. Parents will be invited to all professional development sessions to ensure parents will have the necessary skills to reinforce the CITRW model at home.</p> <p>Three Year Plan to incorporate CITRW in the APMS:</p>				

		2011-2012	2012-2013	2013-2014	
	<ul style="list-style-type: none"> • Summarizing & Note Taking, • Cooperative Learning • Nonlinguistic Representations. 	<ul style="list-style-type: none"> • Effort and Providing recognitio ns • Setting Objectives and Providing Feedback • Identifying Similaritie s • Difference s. 	<ul style="list-style-type: none"> • Homework and Practice Generating and Testing Hypothes es • Cues Questions, and Advanced Organizers 		
4	<p>PD in use of Writers' Notebooks (Carl Anderson) will be provided to all Language Arts Literacy instructors. Writers' Notebooks will be implemented in all Language Arts Literacy classes. <u>Writers' Notebooks</u></p> <p>All students in all Language Arts Literacy classes will implement the use of Writers' Notebooks. Writers' Notebooks encourages students to write freely, promotes the writing of longer and more sophisticated writing passages. Use of the notebooks also enhances all aspects of the writing process (generating ideas, creating graphic organizers, conferencing, and creating a published piece of writing). All Language Arts Literacy teachers, coaches, and instructional leaders will receive professional development to ensure the proper usage of the Writers' Notebooks. Teachers will also receive in-class modeling and support from the reading coach, language coach, instructional leaders, and peers.</p>	<p>- NTO</p> <p>-SIG team</p> <p>- Principal</p> <p>- Assistant</p> <p>Directors of Curriculum</p> <p>-Director of Professional Development</p> <p>-coaches</p> <p>-instructional staff</p>	<p>SIG funding (page 158)</p> <p>- NJASK scores</p> <p>-Rosters</p> <p>-MyLearningPlan (electronic professional development system with evaluation)</p> <p>-walk thru assessments</p> <p>-formative evaluations</p> <p>-conference logs</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p>	

	<p>The Writing Core Content Standards that are emphasized in the use of the Writer's Notebooks are: 1) write arguments to support claims, 2) write informative/explanatory texts, 3) write narratives, 4) produce clear and coherent writing, 5) develop and strengthen writing, and 10) write routinely.</p> <p>Writers' Notebooks also addresses all of the Standards in Language which include:</p> <p>1) demonstrate command of the convention of standard English, 2) demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing, 3) use knowledge of language and its conventions when writing, 4) determine or clarify the meaning of unknown multi-meaning words, 5) demonstrate understanding of figurative language, word relationships and nuances, 6) acquire and use accurate grade-appropriate general academic phrases.</p> <p>Writers' Notebooks also aligns with WIDA standards 1 and 2. All aspects of this program are appropriate for our students with individualized educational plans.</p> <p>The APMS will implement several intense reading programs and strategies for the 2011-2012 school year. These programs will include:</p> <ul style="list-style-type: none"> • READ 180 • Wilson Reading • Novel-based reading program 		
5	<p>PD in the use of the Tuning Protocol (McDonald, Allen). The tuning Protocol will be implemented in Small Learning team meetings.</p>	<ul style="list-style-type: none"> - NTO - SIG team - Principal - Assistant 	<ul style="list-style-type: none"> - NJASK scores - Rosters - MyLearningPlan (electronic)

	Directors of Curriculum -Director of Professional Development -coaches -instructional staff	professional development system with evaluation) -walk thru assessments -formative evaluations -Small Learning Team Logs	X	X	X	X
6	Wilson Language Program (Based on Orton-Gillingham principles) will be implemented with students qualifying for the program.	- NTO - SIG team - Principal - Assistant Directors of Curriculum - Director of Professional Development - coaches - instructional staff - Wilson coach	Local funds -NJASK scores -Rosters -MyLearningPlan (electronic professional development system with evaluation) -walk thru assessments -formative evaluations -TOWRE -WADE	X	X	X
7	Professional Development in using Learnia will be provided. Learnia will be implemented in Language Arts Literacy and Math classes.	- NTO - SIG team - Principal - Assistant Directors of Curriculum - Director of Professional Development - coaches - instructional staff	SIG funding (page 159)	-NJASK scores -Rosters -MyLearningPlan (electronic professional development system with evaluation) -walk thru assessments -formative evaluations	X	X
8	Professional Development will be provided in the use of Read 180. Read 180 will be implemented with	- NTO - SIG team	SIG funding (page 158)	-NJASK scores -Rosters	X	X

		<ul style="list-style-type: none"> - MyLearningPlan (electronic professional development system with evaluation) -walk thru assessments -formative evaluations -SRI
<p>students qualifying for the program. READ 180 is a researched based basal reading program targeting students reading 2 years below level. The program incorporates comprehension, phonemic awareness, fluency, vocabulary, and a writing component. Read 180 delivers reading instruction through four instructional activities:</p> <p>1. Individualized instructional software- The READ 180 software provides each student with customized reading instruction plus continuous assessment of his/her progress. The software has built-in supports, such as anchor videos that build background knowledge or reading passages.</p> <p>2. Data-driven small group instruction-Comprehensive READ 180 reports provide detailed and immediate feedback to identify student need and to inform small-group instruction.</p> <p>3. Direct instructional in whole or small group- READ 180 provides teachers with a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development and text comprehension.</p> <p>4. Independent reading- READ 180 provides students with students with an independent reading library of high-interest and leveled paperbacks plus grade-level Audiobooks.</p> <p>READ 180 Assessments provide continuous and immediate feedback for the students and teachers. The program contains instruments for initial screening, diagnostic placement, progress monitoring, and progress evaluation. The data from these instruments is fed into The Scholastic Management Suite which continuously monitors and assesses learning gains for each student. It provides detailed reports that allow teachers to identify and measure skills that have been mastered and areas where students require further improvement.</p>	<ul style="list-style-type: none"> - Principal - Assistant Directors of Curriculum -Director of Professional Development -coaches -instructional staff 	

	<p><u>1 Scholastic Reading Inventory (SRI)</u>- This computer assessment uses the highly accurate Lexile Framework for reading as a diagnostic tool to place students at the best level in the program so that they can read with success. SRI provides criterion and norm referenced reading comprehension level test results that can be used for instructional planning, intervention, and progress monitoring. Throughout the year, 15 reports are generated for the class and individual student learning gains for use by the teachers and parents.</p> <p><u>2 READ 180 Software</u>-Each assessment is divided into four zones: 1) Reading Zone, 2) Word Zone, 3) Spelling Zone, and Success Zone. Assessment instruments are embedded with each zone to track student progress.</p> <p><u>3 Scholastic Reading Counts-</u> This assessment monitors student completion as well comprehension of audiobooks and paperback books in the READ 180 program. Data can be used for diagnostic, intervention, and progress monitoring purposes.</p>
	<p><u>Intervention Strategies</u>-READ 180 is designed specifically to be an intervention reading program for older, struggling students. These students benefit from the program's individualized reading instruction and practices that is adjusted based on continuous assessment and immediate feedback. In addition, READ 180 provides specialized instructional strategies for English Language Learners, Spanish language support features, and reading materials in multicultural contexts. This program provides closed captioning for video segments and universal access features for students with disabilities.</p> <p>Parent Involvement-READ 180 promotes parental</p>

	<p>involvement in these ways:</p> <ul style="list-style-type: none"> • READ 180's paperback books can be shared with parents at home. • Individual diagnostic reports generated by the READ 180 software can be shared with parents during conference times. • A parent letter (also available in Spanish) provides parents with a record of student progress and suggestions about how parents can be supportive at home. <p><u>Professional Development</u>-To ensure the success and sustainability of the READ 180 program, continuous on-going professional development is offered.</p> <ul style="list-style-type: none"> • On-site implementation training for READ 180 teachers and reading coaches. • On-site interactive follow-up for READ 180 teachers and reading coaches 		
9	<p>Professional Development in the proper implementation of Project/Problem Based Learning with <i>Trillium Learning</i> (in social Studies and Science with <i>Trillium Learning</i> (in social Studies and Science to enhance literacy skills. PBBL will be implemented in some social Studies and Science classes. <u>Project/Program Based Learning</u> Project/problem based learning will be instituted in the social studies and science classes. Project Based Learning (PBL) allows students to practice 21st Century Skills such as critical thinking, communication and collaboration while creating high-quality projects. We have selected Trillium Learning – Global Language and Culture Project</p>	<ul style="list-style-type: none"> - NTO - SIG team - Principal - Assistant Directors of Curriculum - Director of Professional Development -coaches -instructional staff -outside providers <p>SIG funding (page 159)</p>	<ul style="list-style-type: none"> -NJASK scores -Rosters -MyLearningPlan (electronic professional development system with evaluation) -walk thru assessments -formative evaluations

(GLCP) as our model. Trillium Learning provides embedded professional development as well as an established network of cooperating schools. We plan in incorporate PBL and live videoconferencing in the Asbury Park Middle School next year. At least 1 classroom in each Small Learning Team will be equipped with a SMART Board and video conferencing equipment. Use of Interactive Whiteboards was associated with a 16 percentile point gain in overall student achievement (Final report on the Evaluation of the Promethean Technology 2009 – Marzano).

The use of PBL will allow the students to develop multidisciplinary, standards-based projects. The student project activities will be developed in the form of collaborative activity that can be shared within the school, throughout the district, nationally and globally. The combination of PBL skills, along with the ability to conduct real-time videoconferencing allows students to enter the 21st century society.

Advanced learning models will be developed through projects in the classroom. Embedded professional development will focus on the development of increased opportunities for student learning as the result of focused teacher training in the design and implementation of learning environments supported by educational technology. The students will benefit in the development of life-long learning skills through real-world project based learning activities, increased self-esteem, and enhanced opportunities for students to learn at their own pace. The higher-order skill development (Bloom) naturally incorporates additional skills sets required for learning multidisciplinary concepts. All of the Writing Core Content Standards are

emphasized in project/problem based learning. Students will: 1) write arguments to support claims, 2) write informative/explanatory texts, 3) write narratives, 4) produce clear and coherent writing, 5) develop and strengthen writing, 6) use technology, 7) conduct research projects to answer questions, 8)gather relevant information from multiple print and digital sources, 9)draw evidence from informational texts, and 10)write routinely.

Project/problem based instruction also addresses all of the Speaking and Listening Standards. Students will: 1) engage affectively in a range of collaborative discussions, 2) analyze the main ideas and supporting details presented in diverse media, 3) delineate a speaker's argument and specific claims, 4) present claims and findings, emphasizing salient points in a focused, coherent, manner, 5) include multimedia components and visual displays, and 6) adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Project/problem based learning is aligned with WIDA Standards 1,2,3,4, and 5. The chance to differentiate, use cooperative work models, and small group instructions in project/problem based learning makes it especially effective with our students with individualized educational plans.

Three Year Plan to institute Project/problem based learning:

	2011-2012	2012-2013	2013-2014
Social studies - grades 7-8	Social Studies grades 6-7-8	Social Studies grades 6-7-8	Social Studies grades 6-7-8
Science – grades 7-8	Science grades 6-7-8	Language Arts Literacy grade	Science grades 7-8 Language Arts Literacy grades

	7-8 Math grade 7-8	6-7-8 Special Area Subjects grades 6-7-8	Math grades 6-7- 8					
10	Professional Development in the use of SMART Board technology in the classroom (Marzano Research Laboratory) will be provided to all staff. SMART Boards will be used in designated classes.	- NTO -SIG team - Principal - Assistant Directors of Curriculum -Director of Professional Development -coaches -instructional staff	SIG funding (page 159)	-NJASK scores -Rosters -MyLearningPlan (electronic professional development system with evaluation) -walk thru assessments -formative evaluations	X	X	X	X
11	Professional Development in the use of Study Island will be provided. Study Island will be implemented in Language Arts Literacy and Math.	- NTO -SIG team - Principal - Assistant Directors of Curriculum -Director of Professional Development -coaches -instructional staff	SIG funding (page 159)	-NJASK scores -Rosters -MyLearningPlan (electronic professional development system with evaluation) -walk thru assessments -formative evaluations	X	X	X	X
12	Continuing Professional Development will be provided in Connected Math (Pearson). Connected Math will be implemented in all Math classes.	- NTO -SIG team - Principal - Assistant Directors of Curriculum -Director of Professional	Local funds	-NJASK scores -Rosters -MyLearningPlan (electronic professional development system with evaluation) -walk thru	X	X	X	X

	Development		assessments -formative evaluations -benchmark exams
	-math coaches		
	-math teachers		
	-outside providers		

SBR Practice to Address Goal:		Implement strategies to recruit and retain staff -Hare, Rand Corporation					
Description of Action Steps	Person(s) Responsible	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1 In order to recruit high quality instructors that have a knowledge/experience in technology based instruction and in differentiated instruction we will conduct job fairs, advertise on web sites such as NJ Hire and NJ School Jobs as well as in local and regional newspapers. We will have an open house for prospective teachers. Our 21 st century classrooms and teaching practices that will be put in place using the SIG grant funds will entice new teachers to apply for employment in APMS.	- NTO - SIG team - Principal - administrative team -APEA Human resources	Local funds	-Newspaper ads -On-line activity NJ Hire NJ School Jobs Rosters from job fairs -Rosters from in class visits	X	X	X	X
2 Retention of staff will be encouraged through the incentive practices put into place. In spite of our recent budget cuts, (the Asbury Park Board of Education has implemented a Reduction in Force (RIF) for the past three years) APMS will put forth every effort to retain the staff that demonstrates the use of best practices.	- NTO - SIG team - Principal - administrative team -APEA Human resources	Local funds SIG funding (page 160)	-Newsletter -Certificates	X	X		

SIG Required Activity – 6 Transformation	Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
SMART Goal:	In 2011-2012 APMS will gather and analyze data and have vertical articulation weekly to identify and implement an instructional program that will have a positive impact on student achievement.
Indicators of Success:	1. NJASK Scores 2. Multiple measures as listed in the description
SBR Practice to Address Goal:	Robert Marzano, Timothy Waters, Brian McNulty (Leadership that Sparks Learning 2004) Borman, Hewes, Overman (Comprehensive School Reform and Achievement: A Meta-Analysis)
Description of Action Steps	Person(s) Responsible <small>(List all items from budget with page #)</small>
1 Accountability is crucial and will the focus of all APMS staff. Teachers will be accountable for their instruction. Instructional leaders will be responsible to ensure that best practices are being implemented in all classes and that all appropriate and needed job embedded professional development is provided. Data collection will be an on-going activity using a multitude of sources. Sources will include: • NJASK	Resources Local funds -NTO -SIG team -Principal - Assistant Directors of Curriculum -coaches -instructional staff
2 Teacher evaluations- yearly Walk thru evaluations –bi-monthly	Resources Local funds -NTO -SIG team -Principal - Assistant Directors of Curriculum -coaches -instructional staff

3	Read 180	- Principal - Assistant Directors of Curriculum -coaches -Read 180 teachers	Local funds SIG funding (page 158)	Student reports from Scholastic Achievement Manager -SRI -Student diagnostic reports -parent reposts -student skills reports -growth report	X X X X X
4	Wilson – TOWRE (to assess criteria for entrance) and WADE(to measure achievement)	- Principal - Assistant Directors of Curriculum -Wilson coach -Wilson teachers	Local funds	-Daily charts -TOWRE entrance exam -WADE results	X X
5	Running Records – on-going	- Principal - Assistant Directors of Curriculum - coach - teachers -Small Learning Team leaders	Local funds	-running records	X X X
6	Writing, Reading, and Math Benchmarks Assessment in all content areas	- Principal - Assistant Directors of Curriculum - coach - teachers -Small Learning Team leaders	Local funds	-benchmark exam results	X X X
7	Weekly Small Learning Team	- Principal - Assistant Directors of Curriculum - coach - teachers -Small Learning Team leaders	Local funds	-Minutes of meetings	X X X

The APMS currently does not utilize a community learning model. In an effort to transform the APMS, Small Learning Teams (SLT) will be implemented for the 2011-2012

	<p>school year. The APMS SLT will create an interdisciplinary team of teachers that share the same common set of students to further personalize the learning environment.</p> <p>An extensive body of research suggests that small learning teams have significant benefits (Gates Foundation) (Evan et al., 2006)</p> <ul style="list-style-type: none"> • Increased student performance, along with a reduction in the achievement gap and dropout rate • A more positive school climate, including safer schools, more student engagement, fewer disciplinary infractions, and less truancy • A more of a personalized learning environment in which student have the opportunity to form meaningful relations with both adults and peers • More opportunities for teachers to gather together in small learning communities that enhance teaching and learning • Greater parent involvement and satisfaction <p>Creating successful small learning teams at the middle level will increase the chances for students to achieve success in high school and higher education.</p>
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<p>Once SLTs are created the members will design their own vision and mission statement. This process will clearly establish set goals and expectations for each and every member of the team. Teachers and students placed in a SLT will have a monthly “town hall meeting” to address any concerns that are relevant to the academic/social progress of their team. These meetings will be led by instructional leaders. Each SLT will have a team leader who will serve as the chair of the team. Team leaders will facilitate the dialogue between the staff and administration. Team leaders will be at the hub of professional development and implementation of cross-curricular activities. Team leaders will receive professional development on effective instructional strategies, classroom management and learning assessments. Team leaders will communicate what they learned at these workshops to their team. Each set of teachers within the SLT will share the same common planning time (CPT). Each team will have the opportunity to meet for 1 hour during the school day. During their CPT teachers will collaborate on lessons, address student related issues as well as explore instructional practices. These practices will enhance student achievement. The SLT will meet daily</p>
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to plan, discuss student progress, analyze data, implement tuning protocol once trained, discuss needs of teachers, and student issues that might develop during the school day. This time will also be dedicated to job-embedded professional development provided by external sources.	The SLT will foster an open line of communication between administration, teachers, parents and students, which will better serve the students within the SLT. The team leaders will discuss strategies that teachers can use to resolve these issues. Administration will oversee the implementation process. Parents will be notified via email, phone call home or the issues of concern.			-Minutes of meetings	X X X	X X X
8	Coach/Team Leaders/Principal meetings will be held.	- Principal - Assistant Directors of Curriculum - coach -Small Learning Team leaders	Local funds	-conference logs	X X X	X X X
9	Student Portfolios will be maintained for use with conferencing and will contain antiodotal records and charting	- Principal - Assistant Directors of Curriculum - coach - teachers -Small Learning Team leaders	Local funds	-SIG funding (page 158 - 159)	X X X	X X X
10	Teachers will develop project based learning assignments of an in-depth	- Principal - Assistant Directors		-completed projects	X X X	X X X

	and rigorous nature to access student competence. (Example: Showcasing an in-depth understanding of a mathematical concept using cross-curricular elements.)	of Curriculum - coach - teachers -Small Learning Team Leaders				
11	The ACCESS for ELL test will be taken in spring	- Principal - Assistant Directors of Curriculum - coach - ELL teachers -Small Learning Team Leaders	Local funds	-ACCESS results	X	
12	Study Island and Learnia will be utilized in the school.	- Principal - Assistant Directors of Curriculum - coach - teachers -Small Learning Team leaders Students -parents	SIG funding (page 159)	-teacher/student progress reports	X	X
13	Students will take a pre test at the beginning of the school year and post tests	- Principal - Assistant Directors of Curriculum - coach - teachers -Small Learning Team leaders	Local funds	-results of pre-test and post tests	X	
14	Tracking on MyLearningPlan (digital record of all professional development) will occur of all professional development sessions	- Principal - Assistant Directors of Curriculum - coach - teachers -Small Learning	Local funds	-MyLearningPlan logs -MyLearningPlan evaluations	X	X

		Team leaders -Coordinator of Professional Development				
15	Classroom Data Centers will be utilized	- Principal - Assistant Directors of Curriculum - math coach - math teachers -Small Learning Team Leaders	Local funds	-portfolios -running records -benchmark results -conference logs	X	X
16	Professional Development Plans will be created by each staff member in conjunction with the principal.	- Principal - Assistant Directors of Curriculum - coach - teachers -Small Learning Team Leaders	Local funds	-Professional Development Plans	X	

SIG Required Activity – 7a Transformation	Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students.						
SMART Goal:	During the 2011-2012 school year all students will receive 300 hours of extended learning time. This extended learning time will address performance needs in reading and math. The achievement gains will be measured using Learnia assessment results.						
Indicators of Success:	<ol style="list-style-type: none"> 1. NJASJK scores 2. Various Assessments 						
SBR Practice to Address Goal:	Increasing learning time-Extended Learning time: a Review of research on extended Learning Time in K-12 Schools (2008)						
Description of Action Steps	Person(s) Responsible <small>(List all items from budget with page #)</small>	Resources <small>(List all items from budget with page #)</small>	Documentation	Q1	Q2	Q3	Q4
1 There will be an additional 300 hours added to each student's school year. Every grade 7-8 per day student will receive an additional hour of instruction in language arts literacy daily. All students will also receive an additional 40 minutes per day of basic skills and/or enrichment in language arts literacy and math. This additional class period will focus on specific needs based on the collected data from various assessments. This will benefit all subgroups. Students currently receive 4 hours of core content instruction. In the school year 2011-2012 all students will receive 5 hours and 40 minutes of core content instruction. Each grade 7 and 8 students will receive an additional hour of instruction in language arts literacy. All students will receive an additional 40 minutes per day of basic skills and/or enrichment in language arts literacy and math.	- NTO -SIG team - Principal - Assistant Directors of Curriculum -coaches -instructional staff -data coordinator	SIG funding for salaries (page 155) SIG funding for materials (page 158)	-NJASK results -Benchmark exam results -Portfolios -Learnia -Study Island	X	X	X	X

from various formative assessments. This will allow for flexible groups of students according to their specific needs. The classes will align the Core Content Standards with the collected data to ensure student achievement. In addition to the Writing Standards, all of the Reading Standards and Math Standards will be stressed in the basic skills/enrichment class added to the day. The additional class will also allow for more time for the ELL students to practice their English skills in reading, writing, listening and speaking and additional time in math (WIDA Standards 1 and 2) ELL and students with individualized educational programs will be mainstreamed, when possible, with the necessary support. This will allow for more time for the ELL students to practice their English skills in reading, writing, listening and speaking and additional time in math (WIDA Standards 1 and 2) and extended mainstreamed time for the students with individuated educational plans. Learning time will also be extended into the home through homework assignments.

Sample Schedule for grades 5-6-7-8:

Homeroom	7:45- 7:50	
Block 1	7:50- 8:50	Reading (Read 180, Wilson, Novels)
Block 2	8:52- 9:52	Language Arts Literacy <ul style="list-style-type: none"> • Writers' • Notebooks – 20 minutes of writing with conferencing

			<ul style="list-style-type: none"> • Vocabulary workshop-vocabulary and mechanics of writing • Intensive writing instruction
Block 3	9:54-10:54	Math	<ul style="list-style-type: none"> • 20 minute whole group instruction • 40 small group instruction
Lunch	10:56-11:16		
Block 4	11:18-12:18	Specials (PE, Health, Art, Music, Spanish)	
Block 5	12:20-1:20	Social Studies – project/problem based instruction	
Block 6	1:22-2:22	Science – project/problem based instruction	
Double Dose Class	2:24-3:04	Math or Language Arts Literacy – days alternate- data driven instruction	

SIG Required Activity – 7b Transformation	Increasing learning time and creating community-oriented schools. The LEA (b) provide ongoing mechanisms for family and community engagement.						
SMART Goal:	In school year 2011-2012 parent teacher contacts to discuss student achievement and academic growth will increase by 30% school wide.						
Indicators of Success:	1.1. parent teacher contact logs 2. guidance records						
SBR Practice to Address Goal:	Increase parent/teacher communication-Arronick et al(Parent Involvement Strategies in Urban Middle Schools 2009)						
Description of Action Steps	Person(s) Responsible <small>(List all items from budget with page #)</small>	Resources <small>(List all items from budget with page #)</small>	Documentation	Q1	Q2	Q3	Q4
<p>1 One aspect of the APMS mission is to increase and improve parent/teacher communication. Research (REL 2009 #069) (Arronick et al Parent Involvement Strategies in Urban Middle Schools) shows a correlation between parental involvement and student achievement. It is pertinent to create a comfort level between parents and the school community so that parents can take an active role in developing their child's academic achievement(Information about Teachers Involve Parents in Schools (TIPS). We plan to accomplish this using a variety of methods.</p> <ul style="list-style-type: none"> • Implement more efficient use of Genesis program (our computerized student information system) by training both the instructional staff, school leaders, and parents on the use of this program 	- NTO -SIG team - Principal - Assistant - Directors of Curriculum -coaches -instructional staff -Title I Family Involvement Associate -teachers -staff	Local funds SIG funding	-Parent sign-in sheets for parent/teacher conferences -teacher logs for parent conferences -parent attendance for book club -sign-in sheets	X	X	X	X
2 Continue Back to School Night in September (include translators as needed)	- NTO -SIG team - Principal - Assistant - Directors of Curriculum -coaches -instructional staff	Local funds	-sign-in sheets	X			

	-Title I Family Involvement Associate -teachers -staff -PTO				
3	Continue offering both 2 day and 1 evening parent/teacher conferences to discuss student achievement	- NTO - SIG team - Principal - Assistant Directors of Curriculum -coaches -instructional staff -Title I Family Involvement Associate -teachers	Local funds	-sign-in sheets -conference logs	X X
4	Continue the “Brother-to-Brother” and “Sister-to-Sister” social gathering that brings together students, Asbury Park staff, parents and grandparents/guardians, community members, and guest speakers	- NTO - SIG team - Principal - Assistant Directors of Curriculum -coaches -instructional staff -Title I Family Involvement Associate -teachers -staff -PTO -Student Activities coordinator	Local funds	-sign-in sheets	X X

5	Recruit more parents to join the PTO (emphasizing parents of a second language)	- NTO -SIG team -Principal - Assistant Directors of Curriculum -coaches -instructional staff -Title I Family Involvement Associate -teachers -staff -PTO	Local funds	-sign-in sheets	X X X X X	X X X X X
6	Create a Student/Teacher/Parent book club with flex-time meetings (include translators as needed) The APMS will create a student/teacher/parent book club that will utilize digital media which will offer an essential resource for the students and families to develop/enhance reading skills. Digital media has the potential to hone in on the skills necessary for success in our globalized society. Our innovation is based on the global age that requires us to retool foundational literacy skills and link them to other competencies such as: critical thinking, collaborative problem solving, and media literacy. We will accomplish this by purchasing Nooks (approved by the American Disabilities Act (ADA) , E-books with overdrive, and the middle school collection of books. We will establish book clubs with flex meeting times to accommodate parental involvement. Subgroups will be integrated by grade. A formal assessment will be aligned with the NJASK writing and reading sections. An assessment will be implemented with questions that are designed to assist students and parents to move beyond basic comprehension of the text. Students will	- NTO -SIG team -Principal - Assistant Directors of Curriculum -coaches -instructional staff -Title I Family Involvement Associate -teachers -staff -PTO	SIG funding (page 158)	-sign-in sheets	X X X X X	X X X X X

demonstrate an understanding of text, interpreting text, and analyzing text. Student will also produce explanatory, persuasive, and narrative writing pieces.

Three Year Plan to increase parent/teacher communication in the APMS:

	2011-2012	2012-2013	2013-2014
• Newsletter	• Implement more efficient use of Genesis program (our computerized student information system) by training both the instructional staff, school leaders, and parents on the use of this program	• Include translators in all teacher/parent communication	
• Parent/teacher/student book club	• Recruit parent/community translators	• Implement informational nights to review school programs	• Increase use of translators in teacher/parent communication
• Recruit parent/community translators	• expand use of Global Connect		• Institute breakfast/lunch/coffee meetings with principals, coaches, and assistant directors of supervision
•	• Implement informational nights to review school programs		
7	Include parents in the professional development offered to the instructional staff (include translators as needed)	- NTO - SIG team - Principal - Assistant Directors of Curriculum -coaches -instructional	-sign-in sheets X X X X

8	Continue and expand use of Global Connect – our electronic communication system - (in 3 languages) to keep parents informed of all meetings	staff -Title I Family Involvement Associate -teachers -staff -PTO	-NTO -Central Office -Human resources	Local funds -sign-in sheets	X X X X
9	Implement informational nights to review school programs (include translators as needed)	-NTO -SIG team -Principal - Assistant Directors of Curriculum -coaches -instructional staff -Title I Family Involvement Associate -teachers -staff -PTO	Local funds -sign-in sheets	X	
10	Recruit parent/community translators to participate in all parent/teacher conferences, meeting, and programs	-NTO -SIG team -Principal - Assistant Directors of Curriculum -coaches -instructional staff	Local funds -sign-in sheets	X X X X	

20	Institute breakfast/lunch/coffee meetings with principals, coaches, and assistant directors of supervision (include translators as needed)	<ul style="list-style-type: none"> -Title I Family Involvement Associate -teachers -staff -PTO 	<ul style="list-style-type: none"> -SIG funding 	<ul style="list-style-type: none"> -sign-in sheets
21	Continue to include parents and community members in NCLB/SLC meetings (include translators as needed)	<ul style="list-style-type: none"> -NTO -SIG team -Principal -Assistant Directors of Curriculum -coaches -instructional staff -Title I Family Involvement Associate -teachers -staff -PTO 	<ul style="list-style-type: none"> -Local funds 	<ul style="list-style-type: none"> -sign-in sheets

		-PTO	SIG funding (page 158)	-newsletter	X	X	X
22	Create APMS newsletter to be distributed to all parents	- NTG -SIG team - Principal - Assistant Directors of Curriculum -coaches -instructional staff -Title I Family Involvement Associate -teachers -staff -PTO					

SIG Required Activity – 8 Transformation	Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).						
SMART Goal:	During 2011-2012 school year, the principal will be given operational flexibility pertaining to budget, professional development, staffing, and scheduling in order to improve student/teacher growth as indicated by budget reports, PD logs, staff assignments based on HQT status, and schedules.						
Indicators of Success:	<ol style="list-style-type: none"> 1. budget reports 2. schedule and staffing modifications 						
SBR Practice to Address Goal:	Braun and Applebaum (Education Transformation Principal Autonomy Research Project -2007)						
Description of Action Steps	Person(s) Responsible (List all items from budget with page #)	Resources (List all items from budget with page #)	Documentation	Q1	Q2	Q3	Q4
1 The Asbury Park School District will provide the operational flexibility and support needed to ensure the APMS has a successful transformation. The principal has been given the authority to construct the school budget and use funds where they will have the greatest impact on student achievement.	-NTO -Principal	Local funds	-school budget -statement of need	X	X	X	X
2 The principal will also oversee in the professional development each teacher receives.	-NTO -Principal	Local funds	-Statement of need -Professional Development Plan -MyLearningPlan	X	X	X	X
3 The APMS will have complete autonomy in creating/modifying class schedules and teacher assignments	-NTO -Principal	Local funds	-teacher schedules	X			
4 The principal will have the authority to recruit and hire new staff.	-NTO -Principal	Local funds	-recruitment documentation	X			X

SIG Required Activity – 9 Transformation	Establish a system to collect data for the required leading indicators for schools receiving SIG funds.
SMART Goal:	In the 2011-2012 school year the APMS SIG manager will collect, analyze, and disseminate data on a monthly basis to ensure all components of the grant are implemented.
Indicators of Success:	<p>1 Monthly reports to NTO 2 Renewal of grant.</p>
SBR Practice to Address Goal:	Clinical Tools Inc. – Guidelines for Responsible data Management in Scientific Research
Description of Action Steps	Person(s) Responsible <small>(List all items from budget with page #)</small>
1 The LEA will hire a SIG manager. The SIG manager will collect all necessary data to ensure all components of the grant are implemented as intended. The SIG manager will meet with the coaches/specialists to ensure all academic data is collected, analyzed and disseminated.	<p>-NTO -SIG manager -assistant directors of curriculum -principal -coaches</p>
2 The SIG manager will meet with the administrative team to ensure all evaluations are completed.	<p>-NTO -SIG manager -assistant directors of curriculum -principal -coaches</p>
3 The SIG manager will meet with the principal and coaches/specialists to ensure that the extended time is being used as planned	<p>-NTO -SIG manager -assistant directors of curriculum -principal</p>
Resources <small>(List all items from budget with page #)</small>	Documentation
	<p>Q1 Q2 Q3 Q4</p> <p>-NJASK Scores -read 180 SRI -TOWRE -WADE -running records -benchmark assessments -Small Team Meeting minutes -student portfolios -ACCESS -Study Island -Learnia</p> <p>Summer</p>

		-coaches		
4	The SIG manager will meet with the team leader to ensure that the best practices are presented in common planning times	-NTO -SIG manager -assistant directors of curriculum -principal -coaches	SIG Funds (page 155)	-Minutes from meetings
5	The SIG manager will meet with the principal to ensure all needed corrective actions plans that are needed are in place	-NTO -SIG manager -assistant directors of curriculum -principal -coaches	SIG Funds (page 155)	-Minutes from meetings
6	The SIG manager will meet with the Title I Family Involvement Specialists to ensure the parent involvement plan is implemented.	-NTO -SIG manager -assistant directors of curriculum -principal -coaches	SIG Funds (page 155)	-Minutes from meetings

Form S-10

Date: April 15, 2011

Page 1 of 2

THREE-YEAR BUDGET AMOUNTS AND NARRATIVE

LEA : Asbury Park School District

Name of School: Asbury Park Middle School

BUDGET AMOUNTS

School	BUDGET AMOUNTS		
	Pre-Implementation	Year 1	Year 2
LEA		1,556,104	
Total Budget	1,556,104	\$1,850,000.00	1,900,000.00
			5,370,874.00

Budget Narrative

SIG Manager will act as a quality control manager. He/she will oversee all data collection as well as ensure all nine indicators are implemented as stated in the SIG program.

- Job Description \$30,000.00

1. Collect all data
2. Disseminate all data
3. Manage data base
4. Monitor student progress/growth
5. Ensure professional development is utilized to drive instruction
6. Ensure all teacher and principal evaluations are completed
7. Ensure all components of the parent involvement goals are met
8. Maintain budgetary records

Staff salaries for extended time: \$1,039,500

1. 65 teachers will be teaching an additional 20% of their contractual time
2. 35 teachers will be teaching the extended day

3. Teacher assistants for special needs classes

Professional Development: \$40,000.00

1. PD for Language Arts Literacy – implementation of Writer's workshop, Read 180, Learnia, Study Island, Wilson Language, CITW, and Vocabulary Workshop
2. PD for Mathematics – content knowledge, CITW, Connected Math, Learnia, and Study Island
3. PD for Project/Problem Based Learning – implementation, use of video conferencing, networking
4. CITW participant manuals \$2,450.00

Materials for Extended Time (math and language arts literacy) \$30,000.00

1. Books for Writer's workshop
2. Books for Basic skills math
3. Books for Language Arts Literacy

Technology:

1. 3 Laptop stations \$900.00
2. 60 Laptops \$60,000.00
3. 8 Interactive Whiteboards \$13,280.00
4. Multimedia carts \$1,944.00
5. 8 Document Camera/projector \$9,800.00
6. 4 Video conferencing systems \$14,000.00
7. Learnia \$7,500.00
8. Study Island \$7,500.00

Reading:

1. Read 180 \$150,000.00

Parental Involvement:

1. Book club (Nook) \$7,500.00
2. E book \$8,000.00
3. Incentives/food \$3,000.00
4. Toner/paper for newsletter \$1,000.00

Teacher/Staff Incentives

1. \$20,000.00 if APMS makes “safe harbor” to be shared by all instructional staff
2. \$30,000.00 if APMS makes AYP to be shared by all instructional staff
3. Rewards for staff attendance: \$5,000.00

2011-2012	2012-2013	2013-2014
Learnia and Study Island Professional development <ul style="list-style-type: none"> • Trillium • Outside Providers Salaries Teacher incentives 30 -Nook Read 180 License and materials E-books 30 -Laptops 60 -Laptop stations 5-Interactive whiteboards 6-Multimedia carts 6-Document camera and projectors 10-CITW handbooks 3 –videoconferencing set up Material for Extended Learning time SIG Manager Parent incentives Parent newsletter supplies	Learnia and Study Island Professional development <ul style="list-style-type: none"> • Trillium • Outside Providers Salaries Teacher incentive Nook Read 180 License and materials 20 -Laptops 2 -Laptop stations 5- Interactive whiteboards 6-Multimedia carts 6- Document camera and projectors 10-CITW handbooks 2 -videoconferencing Material for Extended Learning time SIG Manager Parent incentives Parent newsletter supplies	Learnia and Study Island Professional development <ul style="list-style-type: none"> • Trillium • Outside Providers Salaries Teacher incentive Nook Read 180 License and materials 30 -Laptops 2- Laptop stations 5- interactive whiteboards 6-Multimedia carts 6- Document camera and projectors 15-CITW handbooks 2 -videoconferencing Material for Extended Learning time SIG Manager Parent incentives Parent newsletter supplies

S-11

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

NGO TITLE: School Improvement Grant
SCHOOL NAME: Asbury Park Middle School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION		GRANT REQUEST AMOUNT
			For full-time positions: total annual salary x percent of time to the grant project = total	For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total	
7a.1	100-100	Teachers Salaries Extended Learning Time- 20%	20% of Salary = \$12,600 x 65 Teachers = \$819,000		\$819,000
7a.1	100-100	Teachers Salaries Extended Learning Time	35 Teachers x 1 hour per day x \$35 per hour x 180 days=\$220,000		\$220,000
3.3, 3.4	100-100	Instructional staff incentives	\$30,000		\$30,000
3.3, 3.4	100-100	Instructional staff incentives	\$20,000		\$20,000
3.3, 3.4	100-100	Staff attendance rewards	\$5,000		\$5,000
9.1,9.2,9.3,9.4,9.5,9.6	200-100	SIG Manager	\$30,000		\$30,000

Date: April 15, 2011
Page 2 of 7

S-12
BUDGET DETAIL FORM B
*Personal Services – Employee Benefits
Function & Object Code 200-200*

NGO TITLE: School Improvement Grant
SCHOOL NAME: Asbury park Middle School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.
Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA	TPAF	PERS	WRKR'S COMP	UNEMPLY.	DISABIL.	HEALTH	OTHER SPECIFY: _____	TOTAL % OF BENEFITS _____%	GRANT REQUEST AMOUNT (BENEFITS ONLY)
SIG Manager	\$30,000									25%	7,500
Teachers Salaries Extended Learning Time- 20%	\$819,000	62,654									62,654
Teachers Salaries Extended Learning Time	\$220,500	16,868									16,868
Instructional staff incentives	\$30,000	2,295									2,295
Instructional staff incentives	\$20,000	1,530									1,530
Staff attendance rewards	\$5,000	383									383

S-13

BUDGET DETAIL FORM C

*Purchased Professional and Technical Services
Function & Object Codes 100-300 and 200-300*

NGO TITLE: School Improvement Grant

SCHOOL NAME: Asbury Park Middle School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.
Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
4.2, 4.4, 4.7, 4.8, 4.11	200-300	External Professional Development Providers	\$1,500/day	6 days	\$9,000
4.9	100-600	External Provider for Trillium Learning	\$30,000/flat	1	\$30,000

S-14

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

NGO TITLE: School Improvement Grant

SCHOOL NAME: Asbury park Middle School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.
Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
4.8	100-600	Read 180 (license and materials)	\$150,000/ Flat	1	\$150,000
7b.6	100-600	Nook, e-Book Reader	\$250	30	\$7,500
7b.6	100-600	E-books with Overdrive with Middle School collection	\$8,000	1	\$8,000
7a.1	100-600	Books for Extended Learning Time -LAL (Writer's Workshop, vocabulary workshop)	\$25	600	\$15,000
6.12, 4.10	100-600	Lap top Stations	\$300	3	\$900
4.10	100-600	Lap top – student use	\$1,000	60	\$60,000
4.10	100-600	Interactive Whiteboards	\$1,660	8	\$13,280
4.10	100-600	Multimedia carts	\$243	8	\$1,944
4.10	100-600	Document Camera/Projector	\$1,225	8	\$9,800
6.12, 4.11	100-600	Study Island	\$7,000/flat	1	\$7,000
6.12, 4.7	100-600	Learnia	\$8,000/flat	1	\$8,000
4.3	200-600	Classroom Instruction that Works teacher manuals	\$35	70	\$2,450

7b. 20	200-600	Supplies for Parent Incentives	\$1,500	1	\$1,500
7b. 20	200-600	Paper for Parent Newsletter	\$500	1	\$500
7b. 20	200-600	Toner for Parent Newsletter	\$500	1	\$500

Date: April 15, 2011
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S-15
BUDGET DETAIL FORM E
Equipment
Function & Object Codes 400-731 and 400-732

NGO TITLE: School Improvement Grant
SCHOOL NAME: Asbury Park Middle School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
4.10, 6.10	400-731	Videoconferencing system	\$3,500	4	\$14,000

Date: April 15, 2011
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S-16

BUDGET DETAIL FORM F

*Other Purchased Services, Other Objects, Purchased Property Services, Travel, Indirect Costs, Buildings
Function & Object Codes 100-500, 100-800, 200-400, 200-500, 200-580, 200-800, 200-860, 400-720*

NGO TITLE: School Improvement Grant
SCHOOL NAME: Asbury Park Middle School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.
Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
7b. 20	200-500	Refreshments for Parent Meetings	\$1,500

Form S-17
NJ DEPARTMENT OF EDUCATION
APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: Asbury Park School District

OGM-ACC

School Name: Asbury Park Middle School County/LEA/School Code: 20-0100-040

2011 APR 18 A 10:50

NGO Title: School Improvement Grant (Cohort 2 – Year 1) NGO#: _____

BUDGET CATEGORY	FUNCTION & OBJECT CODE	STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)	SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 & 4 (Column 5)
INSTRUCTION						
Personal Services - Salaries	100-100			1,094,000		1,094,000
Purchased Professional & Technical Services	100-300					
Other Purchased Services	100-500					
Supplies and Materials	100-600			281,424		281,424
Other Objects	100-800					
SUBTOTAL - INSTRUCTION				1,375,424		1,375,424
SUPPORT SERVICES						
Personal Services - Salaries	200-100				30,000	30,000
Personal Services – Employee Benefits	200-200			83,730	7,500	91,230
Purchased Professional & Technical Services	200-300			39,000		39,000
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500			1,500		1,500
Travel	200-580					
Supplies and Materials	200-600			4,950		4,950
Other Objects	200-800					
Indirect Costs	200-860					
SUBTOTAL - SUPPORT SERVICES				129,180	37,500	139,680
FACILITIES CONSTRUCTION & MAINTENANCE						
Buildings	400-720					
Instructional Equipment	400-731			14,000		14,000
Noninstructional Equipment	400-732					
SUBTOTAL - FACILITIES				14,000		14,000
TOTAL COST				1,518,604	37,500	1,556,104

Business Administrator/Chief Fiscal Officer

4/15/11

Date